



HLC Accreditation Evidence Document

**Title: Office of Community Engaged Learning & Research, 2016-17
Annual Report**

Office of Origin: Office of Academic Affairs

Description: A comprehensive report from the Office of Community Engaged Learning & Research (CELR), detailing the history and then-recent accomplishments of the office.

Date: 2017

*2016-2017 Annual Report
Office of Community Engaged Learning & Research*

The [Office of Community Engaged Learning & Research](#) was established in 2015 as a restructuring of the Research Service-Learning Program in University College. The mission of CELR is to foster quality experiential learning opportunities for students, support faculty with their community-based teaching and scholarship, and facilitate mutually beneficial campus-community partnerships. The CELR works with academic departments to increase the number and quality of service-learning course offerings in all disciplines across campus and support faculty as they work to incorporate service-learning and community based research courses in undergraduate education, from freshman gateway courses to senior capstones. Through our collaborations with faculty and students, the CELR aims to facilitate, encourage, and develop rigorous learning and research opportunities for students and faculty that:

- Integrate academic learning and research objectives with community-based experiences
- Meet community-identified needs
- Reciprocally benefit and build the capacities of UNM and community partners
- Develop students' civic engagement skills and interests

Our current priorities are:

- Faculty Development and Training in Community Engaged Teaching and Learning
- Service-Learning and Community-based Research Curriculum & Course Development
- Increase number of curricular experiential, community-based learning opportunities for students
- Development of a Civic & Community Engagement Minor of Study (**Completed Spring 2017**)
- Develop International Service-Learning Abroad programs in Nepal and Ireland
- Support Faculty Community Engaged Research and Initiatives

In addition to working on expanding curricular engagement across UNM departments, the CELR utilized its resources in 2016-2017 to begin data collection for UNM's 2020 bid for the Carnegie Foundation's Elective Community Engagement Classification. The CELR employed a graduate research assistant to begin collecting broad examples of classes that embodied service-learning and community based research classes. Because of recent funding cuts, we were not able to rehire the research assistant, but we are continuing the data collection process through our associations with deans and chairs as well as with the Associate Deans for Research Committee. The Carnegie application is due in April 2019.

Major Accomplishments in 2016-2017

- *Civic & Community Engagement Minor*: The CELR worked through the Curriculum Committee to institutionalize UNM's first Civic & Community Engagement Minor (CIVCEM), an 18-credit hour program designed to provide students with the skills and creativity to solve problems within their own communities and to develop students' own sense of self and collective efficacy and

activism. The CIVCEM program is built on the foundation of the Research Service-Learning Program, which was founded in 2005 in University College. (See CIVCEM Form C attached.)

- *2nd Annual Community Engaged Research Lecture Award*: The Associate Dean for CELR worked with the Research Policy Committee and the Office of the Vice President for Research to establish UNM's second annual research award focusing on Community Engaged Scholarship. The award was established in 2015 and the CELR works with the award committee to solicit and evaluate faculty applications for this award.
- *Tenure & Promotion Guidelines for Community Engaged Scholarship*: The Working Group for Community Engaged Scholarship in Tenure & Promotion, (henceforth the *CES T&P Working Group*), which is comprised of tenured faculty from each college and school on campus, was formed in March 2016 to recommend evaluation guidelines for community engaged scholarship to value and see the impact of such activities as they intersect with teaching, research and service roles. The working group plans to reach out to deans and chairs to encourage adoption in departmental/college tenure policies.

CELR Goals for 2017-2018

- *Engaged Department Initiative*: Outreach to academic departments on how to encourage integration of civic and community engagement into departmental work.
- *Communications*, establishing a communications plan to highlight model programs and partnerships and bring them to the attention of the public and others on campus.
- *Refining the Service-Learning/Community-Based Research Course Designation* process (courses are now marked as SL or CBR in the course schedule and syllabi are systematically reviewed prior to receiving the designation).
- *Offer more professional development opportunities for teaching faculty* (the CTL offers service-learning workshops and institutes and will eventually implement a Service-Learning Faculty Fellows program).
- *Assessment and Evaluation of SL/CBR courses*, including development of campus-wide student learning outcomes, community impact, and program evaluation.
- *Community Partnerships matching* developing policies and procedures that ensure the quality of community partnerships and impact on community partners, such as MOUs and a community partner handbook and orientation.

CELR Assessment Plan

Office of Community Engaged Learning & Research
Administrative Units Assessment Plan
The University of New Mexico

A. Division, Unit/Department and Date

1. Division: University College, Main Campus
2. Unit/Department: Office of Community Engaged Learning & Research
3. Date: June 1, 2017

B. Contact Person(s) for the Assessment Plan

Monica Kowal, PhD
Associate Dean, Community Engaged Learning & Research
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C. Mission Statement

The newly designated Office of Community Engaged Learning & Research (CELR) in University College (formerly the Research Service-Learning Program) will serve as an interdisciplinary, university-wide office committed to supporting community engaged scholarship and teaching. The mission of CELR is to foster quality experiential learning opportunities for students, support faculty with their community-based teaching and scholarship, and facilitate mutually beneficial campus-community partnerships. The CELR works with academic departments to increase the number and quality of service-learning course offerings in all disciplines across campus and support faculty as they work to incorporate service-learning and community based research courses in undergraduate education, from freshman gateway courses to senior capstones.

D. Broad Unit Goals & Measurable Student Learning Outcomes (SLOs)

1. List broad Goal(s) for this Unit/Department

- A. Service-Learning and Community-based Research Course Development through Professional Development Opportunities for Faculty and Graduate Students
- B. Increase number of experiential, community-based learning opportunities for students by Engaging Departments & Programs in the Engaged Department Initiative
- C. Development of a Civic & Community Engagement Minor of Study
- D. Expand Tenure & Promotion policies to be more inclusive of and encourage and reward community engaged scholarship in teaching, research and service.
- E. Convene a Service-Learning Advisory Board (SLAB) to develop recommendations for strengthening service-based learning opportunities integrated with academic instruction.

2. If applicable, list of Student Learning Outcomes (SLOs) for this Unit/Department

- A. Analysis of Knowledge

S1. Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

B. Diversity of Communities & Cultures

S2. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

C. Civic Identity & Commitment

S.3 Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action

D. Civic Communication

S.4. Tailors communication strategies to effectively express, listen and adapt to others to establish relations to further civic action.

E. Civic Action & Reflection

S.5. Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

F. Civic Contexts/Structures

S.6. Demonstrates ability and commitment to work collaborative across and within community contexts and structures to achieve a civic aim.

3. If applicable, list of Administrative Unit Outcomes (AUOs) for this Unit/Department

The Office of Community Engaged Learning & Research, in conjunction with the faculty and the Office of Institutional Analytics, will endeavor to gather and analyze data to review the effectiveness of service-learning and community based learning/research courses, specifically the achievement of student learning objectives.

Information shall be confidential; reported without disclosure of specific courses, faculty, or students.

To ensure sustainability of assessment efforts, frequency for data collection and reporting will be completed annually.

E. Assessment of Outcomes

All administrative units are expected to measure student learning and/or administrative unit outcomes annually and to measure all unit outcomes at least once over one, two, or three assessment cycle. Each unit determines which of its student learning or administrative unit outcomes to assess during an assessment cycle. Describe the unit's one, two, or three-year plan for assessing administrative unit-level student learning and/or administrative unit outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes (if applicable)

[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]

Relationship to UNM Student Learning Goals (insert the program's SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Unit's SLO is conceptually different from the University's goals.
A.S.1. Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B.S.2. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C.S.3 Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D.S.4. Tailors communication strategies to effectively express, listen and adapt to others to establish relations to further civic action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E.S.5. Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F.S.6. Demonstrates ability and commitment to work collaborative across and within community contexts and structures to achieve a civic aim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. How will learning outcomes be assessed? (See table below)

SLO Assessment Matrix (Direct)	Annually, to begin Fall 2017	Create a matrix illustrating overall methods used by SL/CBR faculty to evaluate student achievement of one or more SLO's. Request that SL faculty use a rubric to evaluate student achievement of the SLO's most applicable to their SL courses. Report in the aggregate the achievement of SLO's based on assignments embedded in courses.	CELR and SLAB Assessment Subcommittee to draft matrix and distribution plan
Rubric (Direct)	Annually, to begin Fall 2017	Develop criteria/rubric for evaluating student achievement overall and for each of SLOs	CELR and SLAB Assessment Subcommittee to have ready for review by SLAB in May 2016.
Content Analysis of Student Work (Direct)	Annually, to begin Fall 2017	Conduct an overall content analysis of students' achievement of SLO's by sampling students' reflective journals/summative papers from service learning courses, with faculty and student permission.	Begin work in Fall 2016 to develop work plan, complete by January 2017.
Evaluation by Community Partners (Indirect)	Annually, to begin Fall 2017	Conduct an evaluation by community partners/supervisors in which they are asked to evaluate their perceptions of student achievement of the SLO's, their satisfaction with the CIVCEM program, and the impact/contributions of service learning to their agencies.	Community partner interviews 2016-2017 academic year for review by community partners.
Pre- and post assessment of students (Indirect)	Every year beginning 2017-2018 academic year	Conduct pre- and post-assessment of students' attitudes/values related to community service with regard to the SLO's.	Begin work plan in Summer 2017.

3. Administrative Unit Outcomes (if applicable)

[Insert all administrative unit outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.

Relationship to UNM Strategic Plan (insert the unit’s AUOs and check/include all that apply):

University of New Mexico Strategic Plan				
Unit’s AUOs	Retention	Transition/Persistence	Graduation	Unit’s AUO targets the following component of the University’s strategic plan.
Service-Learning and Community-based Research Course Development through Professional Development Opportunities for Faculty and Graduate Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Increase number of experiential, community-based learning opportunities for students by Engaging Departments & Programs in the Engaged Department Initiative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Development of a Civic & Community Engagement Minor of Study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Expand Tenure & Promotion policies to be more inclusive of and encourage and reward community engaged scholarship in teaching, research and service.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Convene a Service-Learning Advisory Board (SLAB) to develop recommendations for strengthening service-based learning opportunities integrated with academic instruction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

5. How will the administrative unit outcomes be assessed? (Address Ai thru Aiii individually OR complete the table below)

Assessing Service Oriented Goals			
Unit AUOs	Assessment Measures	Direct or Indirect	Criteria for Success
Extract information about students' views of service learning/community engagement.	Students pre- and post-surveys from SL/CBR courses and the National Survey of Student Engagement.	Indirect	
Collect information from faculty regarding student achievement of service learning goals/objectives from published articles about SL.	Faculty research & publications, SL/CBR syllabi	Indirect	
Report aggregated student responses on Evaluation Kit evaluations of SL courses as related to student achievement of course objectives, overall rating of course, and other relevant questions. Extracted data are from courses that offered service-learning opportunities but do not distinguish students who participated in service learning.	Evaluation KIT Student Course Evaluations	Indirect	
Conduct pre- and post-assessment of students' attitudes/values related to community service with regard to the SLO's	Survey (To be designed)	Indirect	
Conduct an evaluation via interview of community partners/supervisors in which they are asked to evaluate their perceptions of student achievement of the SLO's, their satisfaction with the SL program, and the impact/contributions of service learning to their agencies.	Community Partner Survey (To be designed)	Indirect	
SL faculty will be interviewed to determine which SLO's are applicable to their service learning courses.	Interview protocol (To be designed)	Direct	
Create a matrix illustrating overall methods used by SL faculty to	Matrix (To be designed)	Direct	

evaluate student achievement of one or more SLO's.			
Request that SL faculty use a rubric to evaluate student achievement of the SLO's most applicable to their SL courses. Report in the aggregate the achievement of SLO's based on assignments embedded in courses.	Rubric based on AAC&U Value Rubrics on Civic Knowledge and Action	Direct	
Conduct an overall content analysis of students' achievement of SLO's by sampling students' reflective journals, summative papers or presentation materials from service learning courses, with faculty permission.	Portfolio	Direct	

****NOTE Data Sets Reported annually and tracked for year-to-year comparisons:**

1. Number of SL courses offered, overall and disaggregated by disciplines.
2. Number of faculty teaching SL courses by discipline and faculty rank.
3. Number of students participating in SL courses.
4. Number of community partners/agencies, overall and disaggregated by type of agency, and numbers of students at each agency.

6. When will the outcomes be assessed? When and in what forum will the results of the assessment be discussed?

****SEE TABLES ABOVE**

7. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

1. The Office of Community Engaged Learning & Research established a Service-Learning Advisory Board in 2015-2016 comprised of about 30 faculty members from around the campus. The SLAB will be responsible for designing, implementing, collecting and analyzing/interpreting the data collected.
2. The CELR aims to utilize the data collected from this assessment plan to continue to foster academically-focused partnerships that benefit the university and community, enhance and promote lifelong learning on campus and in our communities • Broaden engagement to communities outside Albuquerque and Central New Mexico where UNM has a presence, including other regions in the state, in the U.S., and the world. We will also use the data to encourage and coordinate experiential/service learning for our students and recognize faculty, students, and staff for achievements related to community engagement.

3. The CELR plans an annual report published on the CELR website as well as the Provost's website. We will also provide updates to the Faculty Senate curriculum committee, PCAS, and other governance bodies.

CELR Course Enrollment History

Enrollment below 50%
Enrollment 0%

YEAR	TERM	SUBJECT	CAMPUS	COURSE NO.	SECTION NO.	CNRN	COURSE TITLE	MIN. CREDIT	MAX. CREDIT	START DATE	END DATE	MEETING TYPE	DAYS	TIMES	BLOG	ROOM	SEATS AVAILABLE	ENROLLMENT (ACTUAL)	PCT ENROLLMENT	INSTRUCTOR (LAST)	INSTRUCTOR (FIRST)
2006	SPRING	ABQ	UNIV	175	001	33432	Experiential Learning Sem	1	3	01/21/2008	05/17/2008	CLAS	T	1530-1620			16	4	25%	Hereda-Griego	Meriah
2010	FALL	ABQ	UNIV	175	001	3806	Sem. Experiential Learning	1	1								2	0	0%		
2011	SPRING	ABQ	UNIV	175	002	3907	Sem. Experiential Learning	1	1	08/23/2010	12/18/2010	CLAS	S	1800-1900	DEPT		15	14	93%	Katira	Kiran
		ABQ	UNIV	175	001	41722	Sem. Experiential Learning	1	3	01/17/2011	05/14/2011	ARR					10	9	90%	Katira	Kiran
		ABQ	UNIV	175	001	41722	Sem. Experiential Learning	1	3	02/05/2011	02/05/2011	CLAS	S	0900-1600	DEPT		10	9	90%	Katira	Kiran
		ABQ	UNIV	175	001	41722	Sem. Experiential Learning	1	3	03/05/2011	03/05/2011	CLAS	S	0900-1600	DEPT		10	9	90%	Katira	Kiran
		ABQ	UNIV	175	001	41722	Sem. Experiential Learning	1	3	05/07/2011	05/07/2011	CLAS	S	0900-1600	DEPT		10	9	90%	Katira	Kiran
		ABQ	UNIV	175	691	40091	Sem. Experiential Learning	3	3	01/17/2011	05/14/2011	CLAS	TR	1100-1215	MITCH	108	17	8	47%	Marcum	Andrew
		ABQ	UNIV	175	693	41707	Sem. Experiential Learning	3	3	01/17/2011	05/14/2011	CLAS	TR	1530-1645	MITCH	105	16	9	56%	Carpenter	Kenneth
		ABQ	UNIV	175	001	3807	Sem. UNMSC Community Health	1	3								10	0	0%		
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	08/22/2011	12/17/2011	ARR					10	10	100%	Katira	Kiran
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	09/10/2011	09/10/2011	CLAS	S	1000-1400	OFFCMP		10	10	100%	Katira	Kiran
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	11/05/2011	11/05/2011	CLAS	S	1000-1400	OFFCMP		10	10	100%	Katira	Kiran
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	12/03/2011	12/03/2011	CLAS	S	1000-1400	OFFCMP		10	10	100%	Katira	Kiran
2012	SPRING	ABQ	UNIV	175	001	41722	Sem. Experiential Learning	1	3	01/16/2012	05/12/2012	ARR					10	3	30%	Katira	Kiran
2012	FALL	ABQ	UNIV	175	001	41722	Sem. Experiential Learning	1	3	01/16/2012	05/12/2012	CLAS	S	0900-1600			10	3	30%	Katira	Kiran
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	08/20/2012	12/15/2012	ARR			OFF	CAMPUS	10	1	10%	Katira	Kiran
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	08/20/2012	12/15/2012	CLAS	S	1000-1400	OFF	CAMPUS	10	1	10%	Katira	Kiran
		ABQ	UNIV	175	011	44477	Experiential Learning Sem	1	1								3	0	0%		
		ABQ	UNIV	175	012	44476	Experiential Learning Sem	1	1	08/20/2012	12/15/2012	CLAS	M	1500-1550	CAST	107	20	4	20%	Nolan	Journey
		ABQ	UNIV	175	013	44475	Experiential Learning Sem	1	1								2	0	0%		
		ABQ	UNIV	175	014	44474	Experiential Learning Sem	1	1								3	0	0%		
		ABQ	UNIV	175	015	44473	Experiential Learning Sem	1	1								1	0	0%		
		ABQ	UNIV	175	016	44472	Experiential Learning Sem	1	1								2	0	0%		
		ABQ	UNIV	175	017	44471	Experiential Learning Sem	1	1								0	0	0%		
		ABQ	UNIV	175	018	44470	Experiential Learning Sem	1	1								1	0	0%		
		ABQ	UNIV	175	019	44469	Experiential Learning Sem	1	1	08/20/2012	12/15/2012	CLAS	F	1200-1250	CAST	57	18	7	39%	Hung	Angela
		ABQ	UNIV	175	020	44468	Experiential Learning Sem	1	1	08/20/2012	12/15/2012	CLAS	R	0930-1045	CAST	107	16	8	50%	Lowry	Liam
		ABQ	UNIV	175	021	44467	Experiential Learning Sem	1	1								0	0	0%		
		ABQ	UNIV	175	022	44465	Experiential Learning Sem	1	1	08/20/2012	12/15/2012	CLAS	T	0930-1045	DEPT	ROOM	20	3	14%	Hammond	Tasha
		ABQ	UNIV	391	002	45123	T. Leadership Development	1	3	08/20/2012	12/15/2012	ARR					22	3	14%	Bubb	Adam
		ABQ	UNIV	391	003	45376	T. Leadership Development	1	3	08/20/2012	12/15/2012	ARR					0	0	0%	Thomas	Mary
		ABQ	UNIV	391	003	45376	T. Leadership Development	1	3	08/20/2012	12/15/2012	CLAS	F	0800-1000	DEPT	ROOM	0	0	0%	Thomas	Mary
		ABQ	UNIV	391	004	45849	T. Leadership Development	3	3	08/20/2012	12/15/2012	CLAS	MW	1600-1715	MITCH	219	25	18	72%	Bubb	Adam
2013	SPRING	ABQ	UNIV	175	1	41722	Sem. Experiential Learning	1	3	41288	41405	ARR					10	6	60%	Katira	Kiran
		ABQ	UNIV	175	1	41722	Sem. Experiential Learning	1	3	41356	41356	CLAS	S	0900-1600	DEPT	ROOM	10	6	60%	Katira	Kiran
		ABQ	UNIV	175	1	41722	Sem. Experiential Learning	1	3	41370	41370	CLAS	S	0900-1600	DEPT	ROOM	10	6	60%	Katira	Kiran
		ABQ	UNIV	175	1	41722	Sem. Experiential Learning	1	3	41384	41384	CLAS	S	0900-1600	DEPT	ROOM	10	6	60%	Katira	Kiran
		ABQ	UNIV	175	1	41722	Sem. Experiential Learning	1	3	41398	41398	CLAS	S	0900-1600	DEPT	ROOM	10	6	60%	Katira	Kiran
		ABQ	UNIV	391	1	47661	T. Leadership Development	3	3	41288	41405	CLAS	MW	1600-1715	MITCH	213	15	10	67%	Bubb	Adam
		ABQ	UNIV	391	2	47674	T. Sem. Ldrshp & Mentoring - SL	1	1	41288	41405	CLAS	T	1400-1515	DEPT	ROOM	10	1	10%	Young	Dan
		ABQ	UNIV	391	3	47712	T. Ind Study & Internship - SL	1	3	41288	41405	ARR					15	2	13%	Bubb	Adam
		ABQ	UNIV	391	5	47953	T. Ind Study & Internship - SL	1	3	41288	41405	ARR					15	1	7%	Young	Dan
2013	FALL	ABQ	UNIV	175	001	47954	Sem. Global Engagement - SL	3	3								0	0	0%		
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3	08/19/2013	12/14/2013	CLAS	S	1000-1400	OFF	CAMPUS	23	2	9%	Katira	Kiran
		ABQ	UNIV	175	005	42855	Sem. UNMSC Community Health	1	3	08/19/2013	12/14/2013	CLAS	S	1000-1400	OFF	CAMPUS	23	2	9%	Katira	Kiran
		ABQ	UNIV	391	002	45123	T. Leadership Development	1	3	08/19/2013	12/14/2013	ARR					24	1	4%	Bubb	Adam
		ABQ	UNIV	391	003	45376	T. Leadership Development	1	3								0	0	0%		
		ABQ	UNIV	391	005	45849	T. Leadership Development	3	3	08/19/2013	12/14/2013	CLAS	MW	1600-1715	MITCH	219	22	3	14%	Bubb	Adam
		ABQ	UNIV	391	005	45849	T. Leadership Development	3	3	08/19/2013	12/14/2013	CLAS	R	1700-1930	DSH	318	2	2	100%	Allena	Thomas
		ABQ	UNIV	391	006	48456	T. Immigration	1	3	08/19/2013	12/14/2013	ARR					13	7	54%	Dahe	Magdalena
		ABQ	UNIV	391	006	48456	T. Immigration	1	3	08/19/2013	12/14/2013	CLAS	M	1600-1800	MITCH	214	13	7	54%	Dahe	Magdalena
		ABQ	UNIV	391	008	48458	T. Independent Study	3	3	08/19/2013	12/14/2013	ARR					20	0	0%	Young	Dan
		ABQ	UNIV	391	010	49181	T. Independent Study	1	3	08/19/2013	12/14/2013	ARR					8	0	0%	Young	Dan
2014	SPRING	ABQ	UNIV	391	001	47661	T. Leadership Development	3	3	01/20/2014	05/17/2014	CLAS	MW	1600-1715	MITCH	213	21	4	19%	Bubb	Adam
		ABQ	UNIV	391	003	47712	T. Ind Study & Internship - SL	1	3	01/20/2014	05/17/2014	ARR					25	0	0%	Bubb	Adam
		ABQ	UNIV	391	005	47953	T. Ind Study & Internship - SL	1	3	01/20/2014	05/17/2014	ARR					20	1	11%	Young	Dan
2014	FALL	ABQ	UNIV	175	001	51033	Sem. Experiential Lrng - SL	1	1								3	0	0%		
		ABQ	UNIV	175	004	42855	Sem. UNMSC Community Health	1	3								2	0	0%		
		ABQ	UNIV	175	021	51907	Sem. Antisacism Globl Omn - CBR	1	3								1	0	0%		
		ABQ	UNIV	175	022	51908	Sem. Antisacism Comm Hlth - CBR	1	3								3	0	0%		
		ABQ	UNIV	391	002	45123	T. Leadership Development	1	3	08/19/2014	12/13/2014	ARR					3	0	0%		
		ABQ	UNIV	391	002	45123	T. Leadership Development	1	3	08/19/2014	12/13/2014	CLAS	MW	1600-1715	MITCH	219	22	3	14%	Bubb	Adam
		ABQ	UNIV	391	005	45849	T. Leadership Development	3	3	08/19/2014	12/13/2014	CLAS	R	1700-1930	DSH	318	5	0	0%	Allena	Thomas
		ABQ	UNIV	391	005	45849	T. Leadership Development	3	3	08/19/2014	12/13/2014	CLAS	R	1700-1930	DSH	318	5	0	0%	Allena	Thomas
		ABQ	UNIV	391	006	48456	T. Immigration	1	3	08/19/20											

CIVCEM Minor Form C



UNM

UNIVERSITY COLLEGE

Office of Community Engaged Learning & Research

Civic & Community Engagement Minor (CIVCEM)
University College
Fall 2017

The UNM Civic & Community Engagement Minor (CIVCEM), an 18-credit interdisciplinary program offered through Community Engaged Learning & Research in University College, is designed to provide students with the skills and creativity to solve problems within their own communities and to develop students' own sense of self and collective efficacy and activism. The CIVCEM program integrates classroom learning with experiential and community engaged learning opportunities, including service-learning, extended field study, and civic engagement at the local, national, and global levels. The CIVCEM program is ideal for students seeking academic and hands-on opportunities to make a measurable difference in improving the quality of life for citizens throughout the local and global communities. The CIVCEM undergraduate minor is open to any undergraduate major. While the CIVCEM minor provides an especially appropriate complement to majors in the social sciences and programs that emphasize human services, it is also a strong compliment to any student pursuing a degree in the STEM fields.

CELR175: Introduction to Civic & Community Engagement (3)

This introductory Civic & Community Engagement course covers key concepts for understanding civic engagement, including: models of civic life through America's history; critiques of philanthropy, volunteerism, community service, public service, political activism, and public service leadership.

CELR176: Practicum in Civic & Community Engagement (3)

The second course in the Civic & Community Engagement sequence introduces students to types of civic engagement in a democracy and practices of engagement and inquiry. Students are required to complete between 8-10 hours of service with one community organization. These are specific opportunities designed in partnership with nonprofit organizations to meet the goals of the CELR175 course. (Prerequisite: CELR175).

CELR350: Community-Based Learning & Research I (Design) (3)

Introduction to qualitative and quantitative research methods, their theoretical foundations, and appropriateness for specific community questions. Collaborating with community partners, students define a research question, and develop and pilot an approach which addresses the question. Prerequisite: CELR 175 & CELR 176.

CELR351: Community-Based Learning & Research II (Implementation) (3)

(3 credits) Students implement a research project on a community identified issue. Emphasis on implementation, analysis, and application of research approach designed in UNIV350. Prerequisite: CELR350

CELR 375: Lobo Leaders Mentoring & Tutoring Leadership Development I (Fall) (1 to 3 credits to a maximum of 9) The purpose of CELR375 Lobo Leaders Mentoring & Tutoring to facilitate one-on-one mentoring and academic tutoring between college students and K12 school participants (third graders) focusing on increased literacy achievement for K12 students through individualized assistance and to improve K12 students' exposure to college-age near peers to promote a college-going culture.

CELR376: Lobo Leaders Mentoring & Tutoring Leadership Development II (Spring) (1 to 3 credits to a maximum of 9) *Prerequisite CELR375.* Lobo Leaders Tutoring/Mentoring Program believes students thrive with one-one-one attention and approaches mentoring with that in mind. The college student mentor is both a friend and a role model who supports and encourages a younger partner in his/her academic and personal growth. The mentor is also a guide who helps a young person make the difficult change from childhood to adolescence, from elementary to middle school to high school. This time of transition is especially important, for it is a time when young people are making decisions about how much — or how little—they can expect to achieve.

CELR391: Topics in Service-Learning Leadership (3 credits to a maximum of 9)
Prepares students to work in leadership positions on and off campus. Students engage in a project that meets an identified community need with organized service to the community, emphasizing civic engagement, reflection, and application of learning.

CELR392: Topics in Global Service-Learning Leadership (3 credits to a maximum of 9)
This pre-fieldwork course examines leadership and global service-learning (GSL) themes and provides students a forum for critical reflection on community-driven service, intercultural learning, power and privilege, global citizenship, and each of the listed components' relationships to one another. The course is intended for any student undertaking study abroad, fieldwork, and community engagement in CELR430.

CELR430: Advanced Research Service-Learning Field School (1 to 3 credits to a maximum of 9.)
The CIVCEM Field School course provides students with first-hand, scholarly, supervised experience with an approved community-partner. Activities, outcomes, and scheduled hours are negotiated between the partner agency, the student, and the CELR faculty advisor. Restriction: juniors and seniors only. Prerequisites: CELR350 & CELR351.

CELR498: Independent Study in Research Service-Learning (1 to 3 credits to a maximum of 9)
Independent study under faculty guidance of issues of concern to the community. Involves active student engagement in approved community settings working toward goals established in collaboration with community partners. Restrictions: Instructor permission and junior or senior standing. Prerequisites: CELR350 & CELR351.

CELR499: Community Engaged Learning & Research Capstone Seminar
Students will culminate their CELR experience working with a community partner to design, implement and present and project that demonstrates academic merit in addressing a community need. Arrangements to be made with faculty advisory. Prerequisite: CELR350 & CELR351, Departmental Permission.

<i>CIVCEM Minor Requirements</i>	Credits
CELR175: Introduction to Civic & Community Engagement	3
CELR176: Practicum in Civic & Community Engagement	3
CELR350: Community-Based Learning & Research I (Design)	3
CELR351: Community-Based Learning & Research II (Implementation)	3
CELR391 OR CELR392: Topics in Service-learning Leadership	3
CELR499: Community Engaged Learning & Research Capstone Seminar	3
TOTAL	18



UNM

UNIVERSITY COLLEGE

Office of Community Engaged Learning & Research

To: Greg Heileman
Associate Provost for Curriculum
Office of the Provost and Vice President for Academic Affairs

From: Monica M. Kowal
Associate Dean for Community Engaged Learning & Research
University College

Cc: Kate Krause, Dean
University College

Date: Monday, May 2, 2016

Re: Preliminary Review and Proposal Outline, UNM Civic & Community Engagement Minor

The purpose of this memorandum is to provide an overview and rationale for a proposed minor degree of study in Civic & Community Engagement and to receive preliminary approval from the Associate Provost for Curriculum to move forward with the development of a specific degree curriculum and its requirements.

The UNM Civic & Community Engagement Minor (CIVCEM), an interdisciplinary program offered through University College is designed to provide students with the skills and creativity to solve problems within their own communities and to develop students' own sense of self and collective efficacy and activism. The CIVCEM program is built on the foundation of the Research Service-Learning Program (now the Office of Community Engaged Learning & Research), which was founded in 2005 in University College.

This proposal to establish a minor of study that expands upon the original mission of the Research Service-Learning Program and provides students with a deep and broad understanding of their capacities to work in diverse and complex situations and enable them to participate in transformative initiatives, form numerous partnerships with surrounding communities, and become ideal stewards and citizens committed to the common good. This new minor will require at least six new courses to be developed, but will largely comprise of experiential service-learning courses already existing in the University College catalog of course offerings (see Section: *CIVCEM Curriculum*) with some refinement and definition of structure.

The CIVCEM curriculum is a 21-credit minor of study grounded in an existing core of classes that were established through University College's Research Service-Learning Program when the program was initiated back in 2005.

Please do not hesitate to call or email if you have any questions, comments, or concerns. I look forward to hearing from you. My phone is 277-3355 and my email is kowall@unm.edu. Thank you.

Introduction

The UNM Civic & Community Engagement Minor (CIVCEM), an interdisciplinary program offered through University College is designed to provide students with the skills and creativity to solve problems within their own communities and to develop students' own sense of self and collective efficacy and activism. The CIVCEM program is built on the foundation of the Research Service-Learning Program (now the Office of Community Engaged Learning & Research), which was founded in 2005 in University College. The RSLP was established to engage faculty and students in community-based research and service-learning projects to achieve a public good. However, enrollments in service-learning courses offered through the RSLP have been extremely low over the past several years for a wide variety of reasons.

- Past RSLP courses were taught by a small group (three or four) graduate students, with few to no full-time faculty participating.
- Students did not have a means for identifying service-learning or community-based research classes available in the course catalog.
- No resources (professional development, training, community partnerships matching, MOUs, assessment tools, etc.) were offered to faculty as incentives to “flip” their classes to a community-based class.
- No discrete learning outcomes were established to guide faculty in the development of service-learning or community-based research classes.
- No distinct tracking was done on the overall impact (community, student learning, faculty teaching) of service-based classes.

In August 2015, the RSLP was restructured into the Office of Community Engaged Learning & Research (CELR). Since then a Service-Learning Advisory Board (SLAB) has been established with faculty, staff and community representation to develop recommendations for strengthening service-based learning opportunities integrated with academic instruction. Specifically, members of the SLAB are to provide guidance by gathering relevant data, recognizing achievement, and promoting best-practices in individual courses and degree programs that choose to integrate service-learning or community-based research into the student experience. The SLAB is currently working on:

- *Refining the Service-Learning/Community-Based Research Course Designation* process (courses are now marked as SL or CBR in the course schedule and syllabi are systematically reviewed prior to receiving the designation).
- *Offering professional development opportunities for teaching faculty* (the CTL offers service-learning workshops and institutes and will eventually implement a Service-Learning Faculty Fellows program).
- *Assessment and Evaluation of SL/CBR courses*, including student learning outcomes, community impact, and program evaluation.
- *Community Partnerships matching* (developing policies and procedures that ensure the quality of community partnerships and impact on community partners, such as MOUs and a community partner handbook and orientation).
- *Developing an academic minor in Civic and Community Engagement (CIVCEM)*.
- *Engaged Department Initiative*: Outreach to academic departments on how to encourage integration of civic and community engagement into departmental work.
- *Communications*, establishing a communications plan to highlight model programs and partnerships and bring them to the attention of the public and others on campus.

This proposal to establish a minor of study that expands upon the original mission of the Research Service-Learning Program and provides students with a deep and broad understanding of their capacities to work in diverse and complex situations and enable them to participate in transformative initiatives, form numerous partnerships with surrounding communities, and become ideal stewards and citizens committed to the common good. This new minor will require at least six new courses to be developed, but will largely comprise of experiential service-learning courses already existing in the University College catalog of course offerings (see Section: *CIVCEM Curriculum*) with some refinement and definition of structure. Additionally, existing courses taught in programs and departments outside the CIVCEM curriculum but that meet the core student learning objectives as the CIVCEM program can also be counted as credit toward the degree.

CELR Course of Study & CIVCEM Minor Degree

The first step in this process will be to create a discrete Course Subject Code to distinguish the CIVCEM minor as its own academic program. We are proposing that all service-learning and community-based research courses now carry the “CELR” course code (distinguished from the “UNIV” course code) and that any external courses identified to qualify as appropriate toward the minor be cross-listed as CELR courses, as well.

Program Description

The UNM Civic & Community Engagement Minor program will allow students to build their civic agency, their interpersonal, leadership and advocacy skills such as critical analysis, appreciation for diversity and enhanced understanding of community issues and changes and its distinctive pedagogy will integrate classroom learning with experiential and community engaged learning opportunities, including service-learning, extended field study, and civic engagement at the local, national, and global levels. The CIVCEM program is ideal for students seeking academic and hands-on opportunities to make a measurable difference in improving the quality of life for citizens throughout the local and global communities.

- *Civic Engagement* or civic participation encompasses any and all activities that engage ordinary people in civic life, including through community organizing, advocacy, and voter registration, education and mobilization. It often involves building the skills, knowledge and experience that enable people to effectively participate in the democratic process. Grassroots organizing and advocacy are important civic engagement processes because they engage lower income communities and people of color who often are the least likely to be involved in civic life.
- *Community Engagement* refers to the process by which community benefit organizations and individuals build ongoing, permanent relationships for the purpose of applying a collective vision for the benefit of a community. Community engagement primarily deals with the practice of moving communities toward change, usually from a stalled or similarly suspended position and has a strong foundation in *Community Studies*, which are often centered on the "concerns" of communities such as mental and physical health, stress, addiction, AIDS, racism, immigration, ethnicity, gender, identity, sexuality, the environment, crime, deviance, delinquency, family problems, social competence, poverty, homelessness and other psycho-social aspects.

UNM Civic & Community Engagement Minor (CIVCEM)

The CIVCEM undergraduate minor will be open to any undergraduate major. While the CIVCEM minor provides an especially appropriate complement to majors in the social sciences and programs that emphasize human services, it is also a strong compliment to any student pursuing a degree in the STEM fields. Statistics from the National Math and Science Initiative suggest that fresh approaches to STEM education are necessary in order to address the disconnect in workforce development (“The STEM

Crisis,” *National Math and Science Initiative*). There is a substantial body of published evidence that, in particular, service-learning, a teaching and learning strategy that integrates meaningful community service with instruction and reflection, provides students opportunities to apply knowledge in practical situations and develop skills from the experience of connecting theory with practice. Service-learning has also been linked to increases in social self confidence in students, as well as an increased ability to assume personal responsibility and the development of valuable workplace skills and habits. These are all outcomes that educators believe can help retain students in STEM and other fields as they give students glimpses of themselves as professionals.

As a Carnegie classified “very high research” university, the University of New Mexico is in a unique position to leverage its leadership potential in the research fields by promoting engagement on campus and in our surrounding communities. Indeed, UNM’s mission clearly states a commitment to educating students to:

- Develop the values, habits of mind, knowledge, and skills they need to be *enlightened citizens*, contribute to the state and national economies;
- Discover and disseminate new knowledge that will enhance the *overall well-being of society*;
- Actively support social, cultural, and economic development in our communities to *enhance the quality of life for all New Mexicans*.

A 2006 report by Campus Compact and Tufts University calls upon research universities to “apply their skills, resources, and talents to address important issues affecting communities, the nation and the world” and “reinvigorate the civic mission of their institutions and their communities” (*New Times Demand New Scholarship: Research Universities and Civic Engagement*). Five years later, The National Task Force on Civic Learning and Democratic Engagement released its national call to action for institutions of higher education to look beyond the current dialogue on the mission of higher education as solely for workplace preparation and training and challenged universities and colleges to adopt a broader purpose that includes civic learning and democratic engagement for every student. The resulting report – *A Crucible Moment: College Learning & Democracy’s Future* – outlines ways in which universities and colleges can expand their local, national, and global partnerships to “address common problems, generate new frontiers of knowledge, strengthen communities and nations, and empower people to act.” Ultimately, the report explicitly connects these research findings and posits that students who participate in civic learning opportunities in college are also more likely to:

- Persist in college and complete their degrees;
 - Obtain skills that are prized and valued by employers; and,
 - Develop habits of social responsibility and civic participation, such as voter participation and the ability and desire to act upon issues of local, national, and global importance.
- (National Task Force on Civic Learning and Democratic Engagement -- NTFCLDE, 2012).

Few universities offer a curriculum that is focused on the development of civic agency of students through community engagement. Through the CIVCEM program, students will acquire a broad education in democracy, power, and the skills that bring about change to enhance the commonwealth at the local, regional, national, and international levels. Experiential and leadership training will

Evidence of Need

In New Mexico, we are keenly aware of the barriers faced by our students and the needs of the community, yet there is currently no known area of study in our state’s institutions of higher education that focuses specifically on engaging students to become agents of change within their own communities.

Research shows that communities with more engaged residents are stronger economically, politically and socially than communities in which residents are disconnected from each other and from civic institutions.

Two and four-year higher education institutions across the nation, as well as K12 schools, are intentionally linking dimensions of civic engagement with learning (*A Promising Connection: Campus Compact*). Connecting the institutional mission and educational goals of colleges and universities with those of community organizations through thoughtfully designed civic engagement experiences improves student learning outcomes and strengthens the educational, economic and social assets of colleges and communities alike.

There is also a growing compendium of new and evolving theories around college retention and success. Whereas traditional measurements of student success tie such factors as test scores and grade point averages to retention and completion, new theories are focusing on factors such as cultural competency, communication skills, and critical thinking skills. Over the past ten years, more research has been published stating that high quality curricular and co-curricular civic engagement efforts, such as service-learning, are positively correlated with student success in K-12 schools, community colleges, and public and private four-year colleges and universities.

For our students, civic engagement experiences within the academy can lead to clearer expectations of performance while also giving students a reason to be engaged in their own education. In Albuquerque alone, the number of secondary schools (private, public and charter) that have service-learning or community service requirements has grown significantly over the past 15 years, meaning more and more students are coming to UNM having already had rich engagement experiences in working in and with their communities by the time they are college bound. If we are to continue to attract and retain these students to our programs, a minor in the area of Community Studies & Civic Engagement is but one pathway to continue these students' pendants for engaging with their communities.

Program Content and Quality

The CIVCEM minor will offer highly motivated and focused students the opportunity to pursue a rigorous course of study combining on- and off-campus learning. Through this program, students will complete a core curriculum enabling them to identify, analyze, and help construct strategies for social justice movements, public policy making, and social enterprise. The core curriculum will work in tandem with topical course work from a wide variety of disciplines that develops expertise in specific domains of scholarship related to their field study. Students work collaboratively with each other and active guidance from both campus faculty and community partners from the local, national and global organizations.

The core curriculum begins with the development of skills in social analysis and field observation/participation while deepening students' knowledge of specific histories and theoretical perspectives essential to the study of communities and social transformation. Finally, students return to campus to analyze their field study experience and its relation to their ongoing classroom-based learning. The major culminates with a senior capstone integrating academic coursework, field study analysis, and original writing. The curriculum relies heavily on community-based service learning courses and is designed to provide students with a foundation of analytical, reflective, interpersonal, and leadership skills. Through supporting university partnerships with Albuquerque-area community-based organizations, students gain a local perspective on social justice issues, including those built on race, class, education, and gender inequalities and other forms of social, economic and political exclusion.

The practice of civic engagement and service is often shaped by particular economic and cultural circumstances related to power, privilege, and identity. A central component of CIVCEM program is the importance of viewing communities through an asset lens and thus working to support existing community strengths rather than responding to needs. Students minoring in CIVCEM therefore develop strong critical self-reflection skills that guide them as future leaders in making ethical and socially responsible decisions. Through the CIVCEM program, students will be able to:

- Demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their course work assessments and summative projects in the program.
- Persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences.
- Demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes.
- Demonstrate mastery of the theories and strategies of community-based organizing and community leadership.
- Be motivated by creating more democratic, just, and sustainable communities and demonstrated these values.
- Respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions.

CIVCEM Curriculum

The CIVCEM curriculum is a 21-credit minor of study grounded in an existing core of classes that were established through University College's Research Service-Learning Program when the program was initiated back in 2005.

** New Form B Required. Not currently listed in UNM Catalog*

◊ Form A required on existing course in UNM Catalog

‡ Currently listed in UNM Catalog

CELR175: Introduction to Civic & Community Engagement ◊

(NOTE: Formerly UNIV175. **Required for minor.** Can be offered as FLC with ENGL110)

The first-year Civic & Community Engagement sequence is designed to help students develop skills as active participants in a pluralistic, democratic society through direct service, education, and reflection opportunities. The first three-credit course covers key concepts and frameworks for understanding civic engagement, including: models of civic life through America's history; critiques of philanthropy, volunteerism, community service, public service, and political activism; university-community relations; and public service leadership.

CELR176: Practicum in Civic & Community Engagement *

(NOTE: **Required for minor.** Can be offered as an FLC with ENGL120)

The second course in the Civic & Community Engagement sequence introduces students to types of civic engagement in a democracy, practices of engagement and inquiry, and public issues of ethics, environmental sustainability, community-building and human and civil rights through readings, reflections and community inquiry. Through the course, students will strengthen critical thinking skills regarding myriad social issues in the context of active civic participation. Students will also enhance their learning through structured discussion and reflective learning assignments. Each student will complete between 8-10 hours of service with one community organization. These are specific opportunities designed in partnership with nonprofit organizations to meet the goals of the CELR175 course. (Prerequisite: CELR175).

CELR301: Topics in Urban Studies*

(NOTE: **Either CELR301 or CELR302 or CELR303 are required for minor**)

(3 to a maximum of 6) Students gain boarder understandings of social issues in urban communities through collaborative partnerships with community organizations. Examples: criminal justice systems, education, healthcare, food security, housing, community planning, and workforce development.

Prerequisite: UNIV175 or equivalent.

CELR302: Topics in Community Studies*

(NOTE: **Either CELR301 or CELR302 or CELR303 are required for minor**)

(3 to a maximum of 6) Students gain broader understandings of community-identified needs trough active participation on community boards, in nonprofit advocacy, etc. Examples: community development, local, city, and tribal/state governments, neighborhood associations, and sustainability and environmental matters. Prerequisite: UNIV175 or equivalent.

CELR303: Introduction to Social Innovation & Entrepreneurship*

(NOTE: In development with Innovation Academy. **Either CELR301 or CELR302 or CELR303 are required for minor**)

Students gain an appreciation for the field of social innovation and entrepreneurship. Students will examine key concepts and the historical context, understand current theories and debates about social change, and discuss case studies of social entrepreneurs. The class will focus on how social impact can best be created by moving away from the current divisive approach of separate sectors and towards blended models that connect and combine sectors in new ways social mission and social impact are the primary focus.

CELR350: Community-Based Learning & Research I (Design)‡

(**Required for minor**. 3 credits) Introduction to qualitative and quantitative research methods, their theoretical foundations, and appropriateness for specific community questions. Collaborating with community partners, students define a research question, and develop and pilot an approach which addresses the question.

CELR351: Community-Based Learning & Research II (Implementation) ‡

(**Required for minor**. 3 credits) Students implement a research project on a community identified issue. Emphasis on implementation, analysis, and application of research approach designed in UNIV350.

CELR391: Topics in Service-Learning Leadership*

(3 credits to a maximum of 9) Prepares students to work in leadership positions on and off campus. Students engage in a project that meets an identified community need with organized service to the community, emphasizing civic engagement, reflection, and application of learning. Sample service-learning experience should enhance learning and development, encourage civic responsibility, foster community-based scholarship, provide a forum for leadership development, and address social issues.

CELR392: Topics in Global Service-Learning Leadership*

(3 credits to a maximum of 9) This pre-fieldwork course examines leadership and global service-learning (GSL) themes and provides students a forum for critical reflection on community-driven service, intercultural learning, power and privilege, global citizenship, and each of the listed components' relationships to one another. Preparation includes the development of skills in critical reflection in order to document, communicate and apply what has been learned from the field experience. The course is intended for any student undertaking study abroad, fieldwork, and community engagement in CELR430.

CELR430: Advanced Research Service-Learning Field School[‡]

(NOTE: This course is required for any student doing a Study Abroad service-learning program. Formerly UNIV430. 1 to 3 credits to a maximum of 9.) The CIVCEM Internship provides students with first-hand, scholarly, supervised experience with an approved community-partner. Activities, outcomes, and scheduled hours are negotiated between the partner agency, the student, and the CELR faculty advisor. Students will study specific issues, problems, or topics related to community-identified needs in any intensive field-based setting. Topics will address theoretical and practical aspects of community-based issues and may involve approved community partner organizations. Restriction: juniors and seniors only.

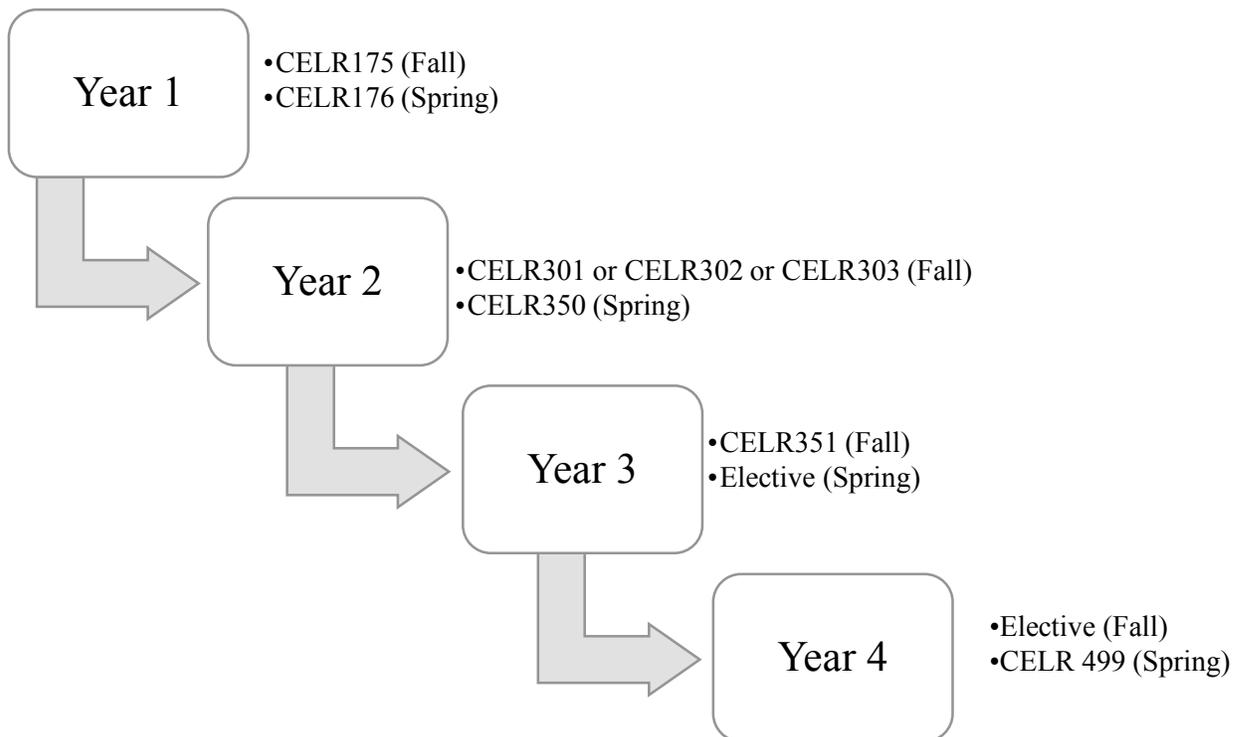
CELR498: Independent Study in Research Service-Learning[‡]

(Formerly UNIV498. 1-3 credits, to a maximum of 9) Independent study under faculty guidance of issues of concern to the community. Involves active student engagement in approved community settings working toward goals established in collaboration with community partners. Restrictions: Instructor permission and junior or senior standing.

CELR499: Community Engaged Learning & Research Capstone Seminar*

(Required for minor. 3 to a maximum of 6) Students will culminate their CELR experience working with a community partner to design, implement and present and project that demonstrates academic merit in addressing a community need. Arrangements to be made with faculty advisory. Prerequisite: UNIV450 and Departmental Permission.

Degree Map for CIVCEM Minor (21 credits)



Acceptable Cross-Listings or Electives for CIVCEM Minor

The following are a list of upper-division courses from a wide variety of disciplines that can serve as electives toward the Spring: Third Year and Fall: Fourth Year course requirements. These courses could also be offered as cross-listings for CELR301, CELR302 or CELR303.

- SUST402: Community-Based Learning
- CJ326: Gender & Communication
- RELG347: Religion & Gender in the U.S.
- SOC308: Sociology & Gender
- ANTH340: Health & Social Inequalities
- HED482: Social Determinants and Multicultural Health
- PSY450: Health and Social Inequalities
- SOC331: Social Movements
- SOC412: Sociology of Police and Social Control
- PCST307: Nonviolent Alternatives
- PCST340: Restorative Justice
- PCST350: Violence, Peace, and Global Engagement
- ANTH230: Film as Social Transformation
- ANTH340: Complicated Borders
- ANTH340: Queer City and U.S. Urbanism
- CJ313: EcoCultural Communication: Humans and the Environment
- CJ320: Conflict Management and Mediation
- CJ393: Antiracist Education

Evaluation and Assessment

The Office for Community Engaged Learning & Research (CELR), in conjunction with faculty and the Office of Institutional Research and in accordance with the guidelines put forth by the UNM Office of Assessment, will employ data gathering and analysis to review the effectiveness of the CIVCEM minor and service-learning courses across campus and, specifically, the achievement of the student learning objectives. As stated previously, the CELR works closely with the Service-Learning Advisory Board (SLAB) to develop an assessment plan for the CIVCEM minor program, including both direct (based on actual student work and performance) and indirect (based on reports by others, including students, faculty, and/or community partners). Direct assessment methods could include student assignments such as reflective journals, essays, papers, guided discussions, project artifacts, examinations, and a final student portfolio. Tools will also be developed for community outcomes.

To ensure sustainability of assessment efforts, frequency for data collection and reporting will be completed bi-annually. Methods used to demonstrate achievement of student learning objectives and program goals are as follows:

Indirect Methods

1. Extract information about students' views of service-learning/community engagement from the National Survey of Student Engagement (NSSE).
2. Collect information from faculty regarding student achievement of service-learning goals/objectives.
3. Report aggregated student responses on IDEA evaluations of CIVCEM courses as related to student achievement of course objectives, overall rating of course, and other relevant questions. Extracted data could be from courses that are offered within the CIVCEM minor, but also other

courses designated with the service-learning (SL) or community-based research (CBR) course designation.

4. Conduct pre- and post-assessment of students' attitudes/values related to civic and community engagement and service-learning with regard to the SLOs.
5. Formally ask community partners to evaluate their perceptions of student achievement of the SLOs, their satisfaction with the CIVCEM program, and the impact/contributions of CIVCEM students to their agencies.

Direct Methods

1. Conduct an overall content analysis of students' achievements of the SLOs most applicable to the degree program.
2. Conduct an overall content analysis of students' achievements of the SLOs by sampling students' reflective journals, summative papers or presentation materials from CIVCEM courses (with faculty and student permission).

Data Sets

Reported annually and tracked for year-to-year comparisons:

1. Number of SL/CBR courses offered campus wide, overall and disaggregated by disciplines.
2. Number of faculty teaching SL/CBR by discipline and faculty rank.
3. Number of students participating in CIVCEM program and SL/CBR courses campus-wide.
4. Number of community partners/agencies, overall and disaggregated by type of agency, and number of students at each agency.

Rubric

Criteria/rubric for evaluating student achievement overall and for each of the SLOs (to be developed):

Assessment Method	Data Collection Timeline	Description	Work Plan
Service-Learning/Community-Based Research Course Data	Annually, to begin Fall 2016	Number of SL/CBR courses offered overall and disaggregated by disciplines	CELR
	Annually, to begin Fall 2016	Number of students participating in SL/CBR courses campus wide and in CIVCEM program after first year	CELR
	Annually, to begin Fall 2016	Number of community partner/agencies, overall and disaggregated by type of agency, numbers of students at each agency	CELR
IDEA Data (Data Set)	Annually, to begin Fall 2016	Report aggregated student responses on IDEA evaluations of SL/CBR courses as related to student achievement of course objectives, overall rating of course, other relevant questions.	OIA and CELR
SLO Assessment Matrix (Direct)	Annually, to begin Fall 2016	Create a matrix illustrating overall methods used by SL/CBR faculty to evaluate student achievement of one or more SLO's. Request that SL faculty use a rubric to evaluate student achievement of the SLO's most applicable to their SL courses. Report in the aggregate the achievement of SLO's based on assignments embedded in courses.	CELR and SLAB Assessment Subcommittee to draft matrix and distribution plan
Rubric (Direct)	Annually, to begin Fall 2016	Develop criteria/rubric for evaluating student achievement overall and for each of SLOs	CELR and SLAB Assessment Subcommittee to have ready for review by SLAB in May 2016.
Faculty perceptions of student achievement in publications (Indirect)	Ongoing Anecdotal	Collect information from faculty regarding student achievement of service learning goals/objectives	Develop paths for faculty and students to share their reflective comments on the SL/CBR experience
Content Analysis of Student Work (Direct)	Annually, to begin Fall 2016	Conduct an overall content analysis of students' achievement of SLO's by sampling students' reflective journals/summative papers from service learning courses, with faculty and student permission.	Begin work in Fall 2016 to develop work plan, complete by January 2017.
Evaluation by Community Partners (Indirect)	Annually, to begin Fall 2016	Conduct an evaluation by community partners/supervisors in which they are asked to evaluate their perceptions of student achievement of the SLO's, their satisfaction with the CIVCEM program, and the impact/contributions of service learning to their agencies.	Community partner interviews 2016-2017 academic year for review by community partners.
Pre- and post assessment of students (Indirect)	Every year beginning 2016-2017 academic year	Conduct pre- and post-assessment of students' attitudes/values related to community service with regard to the SLO's.	Begin work plan in Summer 2017.

Required Resources

As a division of University College, the Civic and Community Engagement Minor program will be overseen by the current Associate Dean for Community Engaged Learning & Research. Administrative and support services will be provided by the University College structure.

Minimum personnel requirements will be the Associate Dean, who will also teach within the CIVCEM core program, and a Community Partnerships Coordinator (see job description below) who will be responsible for maintaining and developing current and new strategic partnerships with community organizations.

Associate Dean for Community Engaged Learning & Research

The current Associate Dean of CELR serves in a number of capacities, including, but not limited to:

- Developing a community engagement minor of study open to all students and develop other co-curricular initiatives.
- Working within UC to expand number of courses offered with service-learning component, both within FLCs and in the BIS/BLA program
- Creating a *Service-Learning Advisory Board* to advance the use (best practices) and recognition of academic (curricular) service-learning at UNM, including teaching an award for excellence in service-learning, community partner awards, and the development of a service-learning course designation process for faculty.
- Working with UNM academic departments and programs to expand the number and quality of service-learning offerings in all disciplines across campus and support incorporation of service-learning and community-based research courses in undergraduate courses (from gateway to capstone);
- Building and maintaining connections with new and existing community organizations and individuals interested in partnering with faculty teaching academic service-learning classes;
- Devising a mechanism for identifying courses that are service-learning (SL) or community-based research (CBR) classes and recommend them as options for students in the General Education core and ensure that they are properly listed in the UNM Course Catalog.
- Establishing a Service-Learning Faculty Fellows Program in partnership with the Center for Teaching Excellence;
- Conducting regular trainings throughout the year on service-learning curriculum and course design, assessment, etc. (with the Center for Teaching Excellence);
- Representing UNM at the International Conference on Service-Learning and Community Engagement;
- Developing policies and procedures related to community engaged teaching and projects, including memoranda of understanding, student and community partner orientations, safety assurances, etc.

Coordinator of Community Partnerships

The Office of Community Engaged Learning & Research develops service-learning, community-based participatory research, and civic leadership opportunities for UNM faculty and students. The Coordinator of Community Partnerships will work closely with the Associate Dean for Community Engaged Learning & Research to connect academic course content with community-based learning opportunities for undergraduate students minoring in Civic and Community Engagement (CIVCEM).

The Coordinator of Community Partnerships will initiate, cultivate, and sustain strong relationships with local, national, and global community organizations in order to enhance student learning through substantial community engagement. Someone in this position must be able to convey the quality and

importance of community-based learning to many different constituents: undergraduate students, faculty and graduate student instructors, university administrators, donors and foundation staff, and community organization representatives (whether they be volunteers, paid staff or board members).

Specific responsibilities include (but are not limited to):

- Counseling CIVCEM students on choices for community experiences, helping them connect academic work and aspirations with community assets and challenges.
- Coordinate the student registration process for service-learning courses and internship experiences.
- Work with board members, staff and volunteers at community-based organizations to develop meaningful learning experiences for CIVCEM students.
- Cultivate and deliver training opportunities that support the CIVCEM program for undergraduate students, community partners, and UNM faculty and instructors.
- Represent UNM at the International Conference on Service-Learning and Community Engagement.
- Coordinate evaluation and assessment of community-based learning experiences for students.
- Coordinate outreach to community-based organizations, disseminate information about UNM partnership opportunities and develop new partnerships through workshops, site visits, and resource materials. Maintain community partner database.
- Coordinate and collaborating on days of service and planning community events.

Program Cost Estimation

Administrative/Professional Staff	Salary	Source
Associate Dean	\$50,000/year	Salary is currently in the UC budget
Coordinator for Community Partnerships	\$45,000/year	Salary is currently in the UC budget

Projected Enrollment

Part of the initial impetus for the creation of the Research Service-Learning Program in 2005 was student demand. Students who had participated in the (then) Freshman Academic Choices (now FLCs) wanted to continue the seminar-style, topic-focused learning that the FACs provided, and they wanted to connect their learning with relevant social issues. But while enrollment in the RSLP courses waned over the years due to lack of consistency in course offerings, the demand from community agencies for structured partnerships with faculty and students has increased, as has interest from students and faculty who are interested in taking service-learning or community-based research courses.

In 2012, the director of the RSLP conducted a pilot evaluation of students who completed one or more RSLP course in the previous six years (n=1,432). The survey found that overall students showed potential for engaging further in a discrete course of study focused on community engagement. Students stated that engaging in service-learning coursework:

1. Increased their awareness of community issues
2. Increased the likelihood that they would address community issues after graduation
3. Increased their ability to address community issues
4. Increased the likelihood that they would seek employment in New Mexico after graduation
5. Overall satisfied with the service-learning course they took.

The CIVCEM minor will be open to any undergraduate whose major requires a minor degree. The college of Arts & Sciences houses many major degree programs to which the CIVCEM program could compliment. While the CIVCEM minor provides an especially appropriate complement to majors in the social sciences and programs that emphasize human services, it is also a strong compliment to any student pursuing a degree in the STEM fields. Statistics from the National Math and Science Initiative suggest that fresh approaches to STEM education are necessary in order to address the disconnect in workforce development (“The STEM Crisis,” *National Math and Science Initiative*). There is a substantial body of published evidence that, in particular, service-learning, a teaching and learning strategy that integrates meaningful community service with instruction and reflection, provides students opportunities to apply knowledge in practical situations and develop skills from the experience of connecting theory with practice. Service-learning has also been linked to increases in social self confidence in students, as well as an increased ability to assume personal responsibility and the development of valuable workplace skills and habits. These are all outcomes that educators believe can help retain students in STEM and other fields as they give students glimpses of themselves as professionals.

While it is likely that enrollment projections will grow over the course of the next few years due to the projected increase in the number of service-learning and community-based courses overall (across campus), this gain in enrollment will likely grow as a result of a more formalized course of study in the CIVCEM program. If CIVCEM can work in collaboration with Student Affairs, the Freshman Learning Communities, and other related programs (i.e. Peace Studies, Sustainability Studies, and numerous others) to bring awareness to the minor area of study we could see a higher degree of student participation and matriculation over the next five years.

Service-Learning Course Design Institute

*University Advisement & Enrichment Center, 400 Cornell NE, Suite 180
MSC06 3680, 1 University of New Mexico, Albuquerque, NM 87131-0001
☎ (505) 277-3355 ✉ celr@unm.edu*

Engage Your Students!

University of New Mexico **SERVICE-LEARNING COURSE DESIGN INSTITUTE**

November 11-12

10 a.m. to 2 p.m.

CTLB Room 110

Seats still available!
Sign up today!
FREE!

Design courses for well-integrated service-learning

Create learning outcomes and assessments

Develop meaningful reflective activities

Collaborate with Community Partners
as co-educators

Lunch provided

Register at <http://oset.eventbrite.com>

UNM Office of Community Engaged Learning & Research
T: 505-277-3355 | E: celr@unm.edu



UNM

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Office of Community Engaged Learning & Research

**Service-Learning Course Design Institute
Friday and Saturday, November 11th and 12th
10 a.m. to 2 p.m.**

AGENDA

**DAY 1
November 11**

9:30 a.m. to 9:55 a.m.	Coffee/Bagels Sign-In
10:00 a.m.	Introductions Introduction to the Workshop Agenda & Format
10:15 a.m.	Nuts & Bolts of Service-Learning <ul style="list-style-type: none">• Definitions• Types of Service (Curricular, Program, Department, University)• Stages of a Project• Standards for High Quality Service-Learning
10:45-11:15	Case Studies: Groups are assigned to read and analyze a specific case study scenario focusing on: <ol style="list-style-type: none">1. <i>Problems with students at the site</i>2. <i>Recruiting Community Partners</i>3. <i>Case Scenario for Problems with Community Partners</i>4. <i>Negotiating Roles, Responsibility and Authority</i> <p><i>Objectives:</i></p> <ul style="list-style-type: none">• Synthesize information from presentations• Understand the roles of various stakeholders• Understand difference between service-learning & community service
11:25	Five-minute break
11:30-12:00	Planning Your Course (Part I) <ul style="list-style-type: none">• Considering Student Learning Objectives• Considering Community Learning Objectives
12:00-1:00	Working Lunch: Brainstorming Project Ideas

- 1:00-1:30 Community Partners Panel Discussion
Five representatives from area nonprofits discuss their organizations and their motivations for partnering with faculty and students
- 1:30-2:00 Question & Answer: Meaningful Community Partnerships

DAY 2
November 12

- 9:30 a.m. to 9:55 a.m. Coffee/Bagels Sign-In
- 10:00-10:30 a.m. Service-learning Syllabus Planning & Project Planning
- Designing Your Course: Course Overview
 - Arranging Logistics: What's your pre-planning agenda?
- 10:30-11:15 Case Studies: Groups are assigned to read and analyze a specific case study scenario:
1. Tapestry of Immigration
 2. A Partnership to Create a Work Site Health Promotion Program
 3. Evaluating Community Impact through a Community-based Partnership Initiative
 4. ¡Juntos Todos Aprendemos!
- Objectives:*
- Synthesize information from presentations
 - Understand the various formats service-learning can take
 - Balancing student, course, and community partner needs
- 11:15-12:00 Planning Your Course (Part I)
- Planning Course Instruction, Assignments & Service Activities
 - Designing Relevant Reflective Activities
 - Assessing Student Reflection
- 12:00-1:00 Working Lunch: Putting the Pieces Together
- 1:00-1:30 Troubleshooting your Course: Internal and External Barriers
- 1:30-2:00 Workshop Evaluation & Closing Activity

UNM Service-Learning Advisory Board

*University Advisement & Enrichment Center, 400 Cornell NE, Suite 180
MSC06 3680, 1 University of New Mexico, Albuquerque, NM 87131-0001*
 (505) 277-3355  celr@unm.edu

Service-Learning Advisory Board (2015-2016 Charge)
Office for Engaged Learning & Research
University College

The purpose of the Service-Learning Advisory Board will be to develop recommendations for strengthening service-based learning opportunities integrated with academic instruction. The Board, which will consist of UNM faculty which will be charged with developing recommendations for strengthening service-based learning opportunities integrated with academic instruction, will provide guidance by facilitating discussion, gathering relevant data, recognizing achievement, and promoting best-practices in individual courses and degree programs that choose to integrate service-learning or community-based research into the student experience. The Board, which will work directly with the newly designated *Office for Engaged Learning & Research* (formerly the Research Service-Learning Program) in University College, endeavors to provide resources and eliminate barriers to implementing service-learning projects that promote student learning and address compelling needs in Albuquerque and beyond.

During the 2015-2016 academic year, the Board (13 members), in collaboration with the Academic Council and the Curricula and Teaching Enhancement Committees, will implement and oversee the service-learning course designation process and coordinate and offer professional development opportunities that support the growth and enhancement of service-learning curriculum at UNM. These professional development opportunities will consist of workshops open all teaching faculty and the Service-Learning Faculty Fellows Program, which will be coordinated through the Center for Teaching Excellence. The Board also assists with tracking, evaluation, and assessment of service-learning courses. The Provost and Vice President for Academic Affairs appoint members of the Board to two-year terms, upon recommendation by the chair of the Board.

- The Board will conduct a review of existing public, community, and professional service-based learning initiatives that are underway at the University. They will review the organization of these efforts and how they are promoted to students and communicated to the broader university community and the public. The Board will make recommendations on ways to ensure that existing efforts are more effectively communicated to those on and off campus and better promoted and made accessible to **students**.
- The Board will make recommendations on enhancing University course offerings where a service experience is integrated with classroom instruction or student research. Consistent with the objectives of the University's General Education Initiative, the Board will make recommendations for increasing the number and quality of service/academic experiences and for enabling all students to have access to a service-learning experience during their academic **programs**.
- The Board will identify opportunities to build partnerships among colleges, departments, and other University units that currently offer service/academic programs. The Board will make recommendations to improve coordination of the many University service-related academic activities available and to create new or extended partnerships on and beyond campus that will increase learning opportunities for **students**.
- The Board will develop recommendations for enhancing the recognition of service and service-academic activities of students, faculty and staff with an interest in encouraging greater initiative to offer additional service-oriented academic experiences for **students**.

Comment [MK1]: •Do we have a tool/portal for tracking community engagement at UNM?
•Where is the incentive for faculty, staff, students to populate the database?
•What are the regulations/policies in place for students working in the community (under the auspices of UNM)?
•One-off vs. sustained relationships with community organizations?
•Tracking student engagement.
•Dean of Students: My University App
•Definitions of SL/CE
•How do we sustain the public fact of UNM's endeavors? How do we "keep the ball rolling"?
•Assessment (Adding questions to unit assessments).
•Would like to see the CEC programs more involved.

Comment [MK2]: •Best practices/ethical engagement
•ethical quality of service experience
•service incorporated with research goals
•How do we tap into current best practices?

Comment [MK3]: •Alignment among units on campus
•Attempt to avoid redundancy in programming
•Alignment with partners
•Tool/portal for partners to present their interest in working with UNM
•Look at broader impacts of external funding proposals (through OVPR)
•Start developing broader impact statements
•We need some mechanism for identifying partners

Comment [MK4]: •Recognizing student service
•Differentiation between service-learning (curricular engagement) and service (co-curricular engagement)
•Community showcase/celebration for students, community partners, faculty, staff.
•Reward/recognition for faculty (faculty rewards & incentives)
•Support structure for graduate teaching students who want to do SL/CBR
•How do we lower the barrier of entry?
•Small Group Instructional Diagnostics (SGIDs) creating a network of engagement practitioners across campus to evaluate each others' SL/CBR courses (mid-semester, when it counts)



UNM

UNIVERSITY COLLEGE

Office of Community Engaged Learning & Research

**UNM Service-Learning Advisory Board
Subcommittees: Description & Responsibilities
2015-2016**

Subcommittee One: SL/CBR Course Designation Process

The SL/CBR Course Designation subcommittee will be responsible for developing recommendations on procedures and/or taxonomy or criteria for the submission of and designation of new service-learning (SL) or community-based research (CBR) courses. This subcommittee will also be responsible for a three-year cyclical reevaluation process of SL/CBR course offerings, for vetting and approving new courses submitted for the SL/CBR designation and working with faculty, the CELR, SLAB Subcommittee No. 2 and others to assist in the development of courses seeking the designation.

Members

- Becky Adams, New Media & Extended Learning
- Marygold Walsh-Dilley, Honors College
- Marjori Krebs, College of Education
- Trenia Walker, College of Education

Subcommittee Two: Professional Development

The SL Professional Development subcommittee will be responsible for developing recommendations for working with the Center for Teaching and Learning to offer faculty development workshops and individual and departmental consultations with faculty and instructors currently teaching with service-learning/community engagement and for those who are interested in doing so in the future. Professional development opportunities might include workshops, seminars, or summer institutes on course design, development community partnerships, developing student assessments and reflective activities, and communicating community impact. Recommendations might also focus on how best to create a Faculty Community of Practice (COP) and/or the development of a faculty handbook for conducting service-learning and community-based research in academic coursework.

Members:

- Dawn Stracener, Honors College
- Monica Kowal, CELR
- Aeron Haynie, Center for Teaching & Learning

Subcommittee Three: Assessment & Evaluation

This subcommittee will be responsible for making recommendations regarding the types of assessment faculty might employ in their course-based service-learning practice, as well as offer recommendations on how best to assess and evaluate service-learning courses and practice at the departmental, college, and institutional level. Recommendations might include devising standardized student assessments or reflective assignments for courses with the SL/CBR designation,

recommendations for tracking student academic service-learning and transcription SL activities for students, and/or incorporating evaluation in student course evaluations, etc.

Members

- Vanessa Svihla, OILS
- Neke Mitchell, Director of Assessment
- Julie Sanchez, University College
- Monica Kowal, CELR

Subcommittee Four: Community Partnerships

Subcommittee No. 4 will be responsible for making recommendations on developing policies and procedures that ensure the quality of community partnerships and impact on community partners are tantamount to the faculty experience and student learning outcomes. This might include developing a community-partner handbook, boilerplate Memoranda of Understanding (MOUs) that can be used by faculty and departments, and other resources for community agencies interested in partnering with faculty and students.

Members:

- Reinaldo Garcia, UNM West
- Amy Green, UNM Continuing Education
- Shane Day, School for Public Administration
- Mariah Harrison, CELR
- Myra Washington, Communications & Journalism
- Tiffany Lee, Native American Studies

Subcommittee Five: Academic Programs (Minors)

This subcommittee will be responsible for working with the Associate Dean of Community Engaged Learning & Research to develop and propose an academic program (minor) in Civic and Community Engagement (CIVCEM) in University College and a minor in Social Innovation and Social Entrepreneurship (SISEM) with the Innovation Academy. This will include developing foundational courses for the minor and identifying existing courses from departments around the university that fit the mission of the minor and proposing the development of these new minors for Faculty Senate approval.

Members:

- Regina Chavez Puccetti, Arts Management, College of Fine Arts
- Kate Krause, Dean, University and Honors Colleges
- Monica Kowal, CELR

Subcommittee Six: Engaged Department Initiative

Subcommittee Six will be responsible for developing recommendations on how to encourage integration of civic and community engagement into departmental work, including enhanced coherence in the major/programs, as well as highlighting the links between service-learning and student retention and success, engaging campus leadership and faculty in a dialogue about the faculty rewards process, and create and disseminate practices, strategies and/or policies to foster change at the departmental level and reward public scholarship by faculty.

Members:

- Tyson Marsh, College of Education
- Jessica Goodkind, Sociology
- Greg Rowangould, Civil Engineering
- Jamie Gomez, Chemical Engineering
- Patrick Gage Kelley, Computer Science
- David Wright, GEO
- Guida Leicester, GEO

Subcommittee Seven: Communications

The Communications Subcommittee will be responsible for developing recommendations on how best to communicate university-community partnerships through campus sources and social and traditional media. Key to this group is identifying best practices on campus and developing a coordinated communications campaign to get the word out about existing and potential partnerships and community impact. What is service-learning? Why is it important? Who benefits and why? Who makes it happen? What's the process? How to we communicate and celebrate successful partnerships and learn from our mistakes?

Members

- Laura Burton, Communications & Journalism, UNM West
- Fred Gibbs, History
- Patrick Gage Kelly, Computer Science

CELR Budget History 2015-2018



UNIVERSITY OF NEW MEXICO
BUDGET WORKING REPORT for FY 2017-2018

Executive Level: AB Provost Academic Affairs
Organization: 969A Ofc Community Engaged Learn & Resch
Fund Type Level 2:
Fund: 2U0224 MU I & G
Program: P101 Instruction Unrestricted

Appt Percent	Hiring Orgn	FY 2017-2018 Budget	Budgeted FTE
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969A Ofc Community Engaged Learn & Resch
Index: 969000 Community Engagement Program

Allocations

1640	Allocations Pooled Allocation Gen			136,041	
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Revenue Total: 136,041

Labor Expense

2000	Faculty Salary Detail Gen			52,000	0.75
	Kowal, Monica	FE0142	75 % 969A	52,000	0.75
2007	Faculty Temp Part Time			16,000	0.67
	-- Pooled Position --	FT0183 FT0183	67 % 969A	16,000	0.67
2040	Technician Salary Detail Gen			49,952	1.00
	Harrison, Mariah	S03631	100 % 969A	49,952	1.00
20A0	Ga Ta Ra Pa Salaries Gen			8,089	0.27
	-- Pooled Position --	GM0167 GM0167	27 % 969A	8,089	0.27

Other Expense

3100	Office Supplies General			640	
31J0	Parking Permits Gen			100	
31K0	Postage Gen			50	
4060	Scholarships Fellowships Gen			7,000	
6370	Printing/Copying/Binding Gen			400	
70F0	Equipment Rent Expense Gen			500	
80E0	Contingency Budget Gen			460	
80K0	Banner Tax			90	
80K2	Foundation Surcharge			760	

Expenditure Total: 136,041

969000 Net: 0



UNIVERSITY OF NEW MEXICO
BUDGET WORKING REPORT for FY 2017-2018

Executive Level: AB Provost Academic Affairs
Organization: 969A Ofc Community Engaged Learn & Resch
Fund Type Level 2:
Fund: 2U0224 MU I & G
Program: P101 Instruction Unrestricted

Appt Percent	Hiring Orgn	FY 2017-2018 Budget	Budgeted FTE
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969A Ofc Community Engaged Learn & Resch
Index: 969000 Community Engagement Program
Account: 80E0 Funds used at the discretion of the Associate Dean of CELR.

969A LEVEL 5 HIERARCHY SUMMARY			
Revenue		136,041	
Labor Expense		126,041	2.69
Fringe Expense		0	
Other Expense		10,000	
	NET:	0	



UNIVERSITY OF NEW MEXICO
BUDGET WORKING REPORT for FY 2016-2017

Executive Level: AB Provost Academic Affairs
Organization: 969A Ofc Community Engaged Learn & Resch
Fund Type Level 2:
Fund: 2U0224 MU I & G
Program: P101 Instruction Unrestricted

Appt Percent	Hiring Orgn	FY 2016-2017 Budget	Budgeted FTE
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969A Ofc Community Engaged Learn & Resch
Index: 969000 Community Engagement Program

Allocations

1640	Allocations Pooled Allocation Gen					139,662	
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Reserves

1901	Budgeted Use of Reserves					12,379	
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Revenue Total: 152,041

Labor Expense

2007	Faculty Temp Part Time					28,000	1.47
-- Pooled Position --	FT0183	FT0183	147 %	969A		28,000	1.47
2040	Technician Salary Detail Gen					49,952	1.00
Harrison, Mariah		S03631	100 %	969A		49,952	1.00
20A0	Ga Ta Ra Pa Salaries Gen					8,089	0.26
-- Pooled Position --	GM0167	GM0167	26 %	969A		8,089	0.26
20SA	Salary Adjustments					52,000	0.00

Other Expense

3100	Office Supplies General					640	
31B0	Food F&A Unallowable Gen					1,000	
31J0	Parking Permits Gen					100	
31K0	Postage Gen					50	
3800	In State Travel Gen					900	
3820	Out Of State Travel Gen					1,900	
4060	Scholarships Fellowships Gen					7,000	
6000	Telecom Charges Gen					540	
6060	Voice Mail Box Gen					120	
6370	Printing/Copying/Binding Gen					400	
70F0	Equipment Rent Expense Gen					500	



UNIVERSITY OF NEW MEXICO
BUDGET WORKING REPORT for FY 2016-2017

Executive Level: AB Provost Academic Affairs
Organization: 969A Ofc Community Engaged Learn & Resch
Fund Type Level 2:
Fund: 2U0224 MU I & G
Program: P101 Instruction Unrestricted

Appt Percent	Hiring Orgn	FY 2016-2017 Budget	Budgeted FTE
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969A Ofc Community Engaged Learn & Resch
 Index: 969000 Community Engagement Program

Other Expense

80K0	Banner Tax	90	
80K2	Foundation Surcharge	760	

Expenditure Total: 152,041

969000 Net: 0

Account: 1640 Budget reduction from FY 16 \$2,879 + FY 17 1,411 = \$4,290 Total.
Account: 1901 Projected use of Reserves from FY 16.
Account: 20SA Kowal, Monica: \$52,000 SAC Director of Community Engaged Learning & Research.

969A LEVEL 5 HIERARCHY SUMMARY

Revenue	152,041	
Labor Expense	138,041	2.73
Fringe Expense	0	
Other Expense	14,000	
NET:	0	

University College
Community Engaged Learning and Research I&G
Budget Fiscal Year 2015-2016

Actual Revenues		9-69000	
Allocation beginning FY 15-16		150,952	
FY 2016 5% Pullback		(7,198)	
FY 2016 5% Pullback Refunded		7,198	
Reserves aka Balance Forward		(840)	
Leicester Salary Fund Transfer		2,297	
Academic Affairs Fund Transfer		900	
Transfer Deficit to UC index		840	
Current Revenue Total		154,149	
Acct Codes	Budgeted Account Codes		Expenses
2000	Faculty Salaries	52,000	(20,800)
2040	Technician Staff Salaries	48,952	(20,813)
20A0	Graduate Salaries	8,037	(2,679)
3100	Office Supplies	540	(35)
3110	Books/Periodicals	336	(449)
3150	Computer Supplies < \$5,001	1,087	(1,087)
3180	Non Capital Equipment (Office Chair)	549	(549)
3189	Computers < \$5,001	1,649	(1,649)
31A0	Business Food - Local	60	(527)
31B0	Food F&A Unallowable		(114)
6000	Telecom Charges	540	(295)
6060	Voice Mail Box	60	(30)
6370	Printing/Copying/Binding	400	(48)
63A0	Conference Fees	840	(840)
7000	Plant Repairs		(108)
70F0	Equipment Rent Expense (Ricoh Copier)	500	(153)
80E0	Contingency Budget (Used at discretion of Director)	30,551	
80K0	Banner Tax	100	(59)
80K2	Foundation Surcharge	750	(302)
Total Budget Account Codes		146,951	
		Expenses	(50,538)
		Salary Encumbrances	(65,697)
		Balance as of 12.31.15	37,914

**University College
Community Engaged Learning and Research I&G
Budget Fiscal Year 2015-2016**

Actual Revenues		9-69000	
Allocation beginning FY 15-16		150,952	
FY 2016 5% Pullback		(7,198)	
FY 2016 5% Pullback Refunded		7,198	
Reserves aka Balance Forward		(840)	
Leicester Salary Fund Transfer		2,297	
Academic Affairs Fund Transfer		900	
GEO Ireland D.W.		4,500	
Transfer Deficit to UC index		840	
Current Revenue Total		158,649	
Acct Codes	Budgeted Account Codes		Expenses
2000	Faculty Salaries	52,000	(52,000)
2007	TPT Faculty Salaries	4,223	(4,000)
2040	Technician Staff Salaries	49,952	(45,789)
20A0	Graduate Salaries	8,037	(8,037)
3100	Office Supplies	540	(133)
3110	Books/Periodicals	500	(589)
3150	Computer Supplies < \$5,001	1,562	(1,562)
3180	Non Capital Equipment (Office Chair)	549	(549)
3189	Computers < \$5,001	2,499	(2,499)
31A0	Business Food - Local	3,000	(844)
31B0	Food F&A Unallowable	2,527	(164)
31J0	Parking Permits	100	(264)
31K0	Postage	50	(10)
3800	In State Travel	500	0
3820	Out of State Travel	4,300	(2,492)
3825	Out of State Travel Per Diem State \$	500	(155)
3830	Out of State Travel Per Diem Non-State \$	500	(83)
6000	Telecom Charges	540	(408)
6060	Voice Mail Box	60	(55)
6370	Printing/Copying/Binding	400	(48)
63A0	Conference Fees	840	(840)
63B0	Rental Fees	0	(40)
63E0	Honoraria	5,000	0
63L1	Graphic Design	2,000	(60)
7000	Plant Repairs	108	(108)
70C1	Equip Warranties/Service Contracts	92	(92)
70F0	Equipment Rent Expense (Ricoh Copier)	500	(528)
80K0	Banner Tax	300	(108)
80K2	Foundation Surcharge	750	(551)
Total Budget Account Codes		141,929	
Expenses		(122,006)	
Salary Encumbrances		(4,163)	
Balance as of 6.2.16		32,480	

2015 Community Engagement Recommendation Report

*University Advisement & Enrichment Center, 400 Cornell NE, Suite 180
MSC06 3680, 1 University of New Mexico, Albuquerque, NM 87131-0001
☎ (505) 277-3355 ✉ celr@unm.edu*

THE UNIVERSITY OF NEW MEXICO

COMMUNITY ENGAGEMENT

A RECOMMENDATION REPORT

The goal of this report is to recommend the strategic development of a community engagement agenda for the University of New Mexico.

APRIL 2015

Prepared by

Monica M. Kowal

Strategic Planner for Community Engagement

Virginia Scharff

Associate Provost for Faculty Development

Office of the Provost and Executive Vice President for Academic Affairs

A Concept Proposal for an Office of Community Engagement in Academic Affairs

Why Should UNM Make Community Engagement a Top Institutional Priority?

- **Student Access:** *Community engagement leads in many directions.* The community members with whom we work in partnership will be more likely to become our students, our partners, and connect family and friends with UNM.
- **Student Success:** Community engaged work leads to better *outcomes for students* in their classwork, in their progress toward graduation, and in their lives after college.
- **Faculty Development:** *Valuing and evaluating* the broad spectrum of what faculty members do helps us to encourage and reward many types of productivity, foster creativity and collaboration, and help with recruitment and retention.
- **Collaboration Across the University:** Community engagement can bring together faculty, staff, and students in *common endeavors for social progress*.
- **Improved Relations with Stakeholders:** UNM has long cultivated ties to the entrepreneurial and technological sectors. University initiatives such as Innovate ABQ foreground such efforts. At the same time, engagement with a broader array of local, statewide, and global communities often seems piecemeal, even an afterthought. For pedagogical, political, economic, social and moral reasons, we need to connect far more broadly with stakeholders who too often suspect, oppose, or dismiss this institution.

How Should UNM Institutionalize Community Engagement?

UNM does many kinds of community engaged work. At present, these efforts are localized, fragmented, lodged in silos and poorly communicated. The 2014-15 application for the Carnegie Foundations elective community engagement classification failed to achieve designation, but revealed important community engagement efforts in many places within the university. Such efforts have varied widely in effectiveness and their impact has not been systematically assessed. Because of the Carnegie application, we now possess an environmental scan of these activities.

The time has come to connect, coordinate, plan and publicize the work we already do, and forge a path to what we do next. The administration must embrace the mission of community engagement at the highest level, by establishing an Office of Community Engagement in the Office of Academic Affairs.

Why an Office of Community Engagement?

A central Office of Community Engagement can be established by reorganizing existing resources (the Research Service Learning Program, the Community Engagement Center), with modest addition funding (TBD). This office would undertake the following tasks:

- **Inventory, track, and assess** current and future community engagement courses, projects and activities.
- **Coordinate** activities and facilitate partnerships, proposal writing, interdisciplinary creativity (i.e. act as a service center, hub and catalyst).

- **Faculty development**, including working with Faculty Senate to develop guidelines for evaluating the impact of community engaged research, for purposes of tenure and promotion.
- **Promote** community engagement activities, integration with research, teaching and service across Main Campus.
- **Communicate** UNM's commitment to multiple communities, as well as challenges, successes, questions and possibilities, in concert with the University Communications and Marketing Office.

Why now?

- Budgets are lean. We need to consolidate what we have, to use resources more effectively.
- We should see the failure to earn the Carnegie designation as a wake-up call and a spur to action.
- Numerous proposals for university reorganization, including proposed new colleges (public policy, population health, social transformation), incorporate the intention to do more community engaged work. We should foreground CE in all planning.
- An Office of Community Engagement would act as a service center for all units, and a point of contact for community partners, policymakers, potential funders and inquiring minds.
- In order to plan for submission of a Carnegie application by Spring 2019, we need to start changing and planning now.
- The sooner we start, the sooner we can show results.

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Executive Summary

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 research, enhance teaching and learning, prepare students to be educated and engaged citizens, address critical societal issues, and contribute to the public good.

Despite the significance of the work that faculty, staff, and students at the University of New Mexico conduct in, with, and for community, the sustainability and support of these activities is at risk due to the highly decentralized nature of how community engagement is facilitated, rewarded, and conceptualized through our campus policies and structures. At present, the profile of community engagement at UNM can only be characterized as disjointed, obscure, and unspecified across the institutional mission. To make engagement a more central feature of the academy, engagement initiatives must be viewed as less discrete and longer term, functioning within the core work of the academy to accomplishing the institution's most important goals.

The goal of this report is to recommend the strategic development of a community engagement agenda for the University of New Mexico. While UNM's journey to institutionalize community engagement will most certainly be a five to 10-year process, we are putting forth four recommendations that can put us on a trajectory to achieving our goals. This report outlines recommendations centered upon:

- Enhancing students' educational experience by engaging them in curricular and co-curricular activities that promote civic participation and build community capacity;
- Expanding tenure and promotion policies to be more inclusive of, encourage, and reward community engaged scholarship by faculty; and
- Expand and facilitate campus-community partnerships that maximize community assets and enhance local, state, national and global communities.

Community engagement, actualized through research, teaching, and service, can assist the University of New Mexico in accomplishing a broad array of institutional goals. The purpose of these recommendations is to encourage broad conversations about the value of engagement for academic culture, teaching, and scholarship, and connect community engagement to all of our major institutional initiatives. To address these challenges, we put forth the following recommendations:

Recommendation No. 1: Encourage senior administration to make a public commitment to community engagement as an institutional priority worthy of time and resources.

Recommendation No. 2: Create a central structure (office or institute) responsible for coordinating, monitoring, and tracking all community engagement initiatives.

Recommendation No. 3: Create a Council for Community Engagement to ensure that strategic goals and objectives are executed and accomplished.

Recommendation No. 4: Expand Tenure & Promotion policies to be more inclusive of and encourage and reward community engaged scholarship in teaching, research and service.

Recommendation No. 5: Enhance students' education experience by increasing the number of curricular and co-curricular service opportunities.

These strategies and actions will be systematically implemented in a way that creates and sustains reciprocal and mutually beneficial local, regional, state, and global partnerships with community through our teaching, research, and service and will inform and actualize our institutional strategy, practices, and culture and infuse community engagement through and with all other major university initiatives in a goal of collective and sustainable impact. It will also bridge our campus to our community and build knowledge and capacity to solve complex societal challenges to fulfill and strengthen our mission as a public flagship institution.

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Overview

The Carnegie Foundation for the Advancement of Teaching defines community engagement as:

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

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 research, enhance teaching and learning, prepare students to be educated and engaged citizens, address critical societal issues, and contribute to the public good.

In such tangible ways, the University of New Mexico is an integral part of many communities, responding to the needs of citizens today and anticipating the challenges of the future. In the process, the entire UNM community grows in learning, capacity, and influence. This dynamic connection with the world around us makes visible to the people and leaders of the State of New Mexico the many contributions of their flagship university. As the only Hispanic-serving, very-high research university in the country, UNM is strategically situated to showcase how its work benefits not only the university community (students, staff, faculty, etc.) but local and global constituencies, as well.

Despite the significance of the work that UNM faculty, staff, and students conduct in, with, and for community, the sustainability and support of these activities is at risk due to the highly decentralized nature of how community engagement is facilitated, rewarded, and conceptualized through our campus policies and structures. At present, the profile of community engagement at UNM can only be characterized as disjointed, obscure, and unspecified across the institutional mission. The goal of this report is to recommend the strategic development of a community engagement agenda for UNM. This agenda should be inclusive, interdisciplinary, and pervasive across the university.

UNM recently set forth a strategic plan intended to make our campus a destination university, preparing students for lifelong success, promoting institutional citizenship, enhancing health and health equity in our state, advancing discovery and innovation, ensuring the university's financial strength and integrity, and accelerating economic development in the region. UNM's institutional agenda includes objectives that should reveal how UNM engages with community, where community engagement opportunities are abundantly available to students, and where faculty and staff can conduct teaching, research, service, and outreach that is deeply embedded in and engaged with local, state, national, and global communities.

Realizing these commitments will eventually require changes in policy, developing or expanding a central point of contact for community engagement, and dedication of staffing and resources. But first, we must clarify our goals and make clear how community engagement can strengthen and augment our institutional success. This recommendation report identifies key components of the [UNM 2020](#) and [HSC Vision 2020](#) Strategic Plans and sets forth an initial agenda for advancing and supporting UNM's community-engaged activities and public scholarship.

The strategies and actions suggested in this report should be systematically implemented in a way that creates and sustains reciprocal and mutually beneficial local, regional, state, national and international partnerships with community through our teaching, research, and service. These recommendations should inform and actualize our institutional strategy, practices, and culture and infuse community engagement through and with all other major university initiatives in a goal of collective and sustainable impact.

Introduction

American universities are uniquely suited to tackle the challenges facing the national and international communities through the advancement of knowledge and the creation of an educated citizenry. At a time when higher education is undergoing great fiscal challenges and diminished public support, the *engaged university* holds the greatest promise of demonstrating the meaning and purpose of higher education. The *engaged university* is committed to higher education as an institution within the public sphere whose mission it is to embrace difficult questions about our values and responsibilities and seeks to broaden the scope of the conversation, not only *about* the public but also *with* the wide variety of publics that occupy our diverse social landscape. In an *engaged university* the audience and participants are both inside and outside the academy, including local, regional, national, and global publics.

As evidenced by the recent Carnegie self-study undertaken by UNM in 2014 ([UNM Carnegie Application](#)), it is clear that the University of New Mexico maintains a remarkable portfolio of community-engaged research, teaching, and service. UNM must view this record as a strategic asset that can and should be further developed for the advancement of the university and the good of its surrounding communities. UNM has the potential to be far more widely recognized as a strategic partner collaborating with the public and private sectors to tackle many of the complex challenges facing our world today.

As funding for public higher education declines, even apart from the severe fiscal distress of the past seven years, it is more important than ever that UNM tap this record of community-engaged research, teaching, and service as a strategic advantage and communicate its successes boldly and effectively. The good news is that much can be achieved simply through improved internal coordination and communication. The innovative community-based research, teaching, and outreach being done by the Health Sciences Center and the School of Architecture & Planning, for example, are widely known; however, other examples of exceptional community engagement abound yet often go unrecognized and unrewarded as UNM lacks the mechanisms for tracking and measuring the impact of such activity.

UNM's mission statement indicates that "excellence in teaching, research, patient care, and community service" are central tenets; indeed, UNM's mission statement reflects a commitment to the creation of "enlightened citizens," "contributions to the state and national economies," and dissemination of knowledge that enhances "the overall well-being of society, and community development (social, cultural, and economic) that will "enhance the quality of life for all New Mexicans." Additionally, the university's 2020 Strategic Plan outlines a plan to further "create and value opportunities for all members of UNM (faculty, students, staff, and leadership) to serve local, state, national and global communities."

We now need to operationalize these key components of the [UNM 2020 Strategic Plan](#) and set forth an agenda for advancing and supporting UNM's community-engaged activities and public scholarship, including policies that are more deliberate and useful to students and faculty. We need to understand what excellence in community engagement means to us. This means asking key questions:

- How does community engagement advance scholarly agendas, as well as institutional and community values and priorities?
- In what ways are we, UNM and communities, already engaged with each other? In what ways could our missions be more aligned?
- What current partnerships, assets, and strengths exist and which should be expanded?
- What programs and structures do we need to support institution-wide capacity building?

Community Engagement in Higher Education: Background

Over the past 25 years, myriad reports have argued that higher education has drifted too far from its public purpose, especially in regard to its teaching mission and the preparation of students for productive citizenship. College and university mission statements often proclaim commitment to community progress, but, in practice, these promises fall short (Votruba, 1992). Too few universities are adequately and actively serving the public good (Kezar et. al., 2005). Serious public concerns such as a national obesity epidemic, high citizen apathy and low voter turnout, increased ethnic and religious conflict, and rising crime rates are often considered to be topics well out of the purview of the academy's core work. This perception not only limits the breadth of research being conducted, but also causes funders and government officials to question the value of research engaging such questions (Altbach et al., 2005; Newman et al., 2004). At the same time, funding agencies (National Science Foundation, National Institutes of Health, etc.) now require colleges and universities to collect data on community impact, to explicitly describe the role of and mutual benefit to the community partner, and to enact long-term agreements and ensure that campus-community partnerships continue when the grant period ends (Stanton, 2007).

To make engagement a more central feature of the academy, engagement initiatives must be viewed as less discrete and longer term, functioning within the core work of the academy to accomplishing the institution's most important goals. In 2005, the American Council on Education (ACE) launched an initiative to reclaim the identity of higher education for the public good, and while the findings of their survey were not specifically aimed at promoting the concept of community engagement as a practice, their conclusions offer support for the centrality of its role:

- It enriches the learning experience for students;
- It improves research by broadening academic thinking and creating results with greater impact and relevance;
- It supports a curriculum that improves student development as scholars, researchers, leaders and engaged citizens;
- It advances opportunities for interdisciplinary research and teaching;
- It advances opportunities for internationalizing the university through shared research, scholarship and service;
- It helps universities demonstrate accountability in an era replete with calls for greater scrutiny and demands for return on investment;
- It improves relationships between universities and their communities;
- It expands innovative practices by allowing researchers to test ideas in a real-world setting; and
- It generates unforeseen outcomes that stimulate creativity and innovation.

Fitzgerald et. al. (2005) further challenge universities to move community engagement from the margins to the mainstream of their research, teaching, outreach and service work. To fully embed engagement into the central core of the institution, it must be scholarly, cutting across the missions of teaching, research, and service and deeply aligned with key institutional priorities. Engagement projects and initiatives should be viewed as mechanisms for accomplishing the institution's broader goals. Thus UNM must address issues of structure, budget, and operation that hinder this channel of work, because faculty involvement and support for engagement are essential for furthering the institutionalization of engagement (p. 11). To bring this work to the mainstream requires a deep look at a university's funding models, reward systems, and policies governing relationships with external organizations.

According to the Kellogg Commission (1999), *engaged* higher education institutions:

- Seek out and cultivate reciprocal relationships with the communities in which they are located and actively enter into "shared tasks"—including service and research—to enhance the quality of life of those communities and the public good overall.

- Support and promote the notion of “engaged scholarship”—that which addresses public problems and is of benefit to the wider community, can be applied to societal practice, documents the effectiveness of community activities, and generates theories with respect to social practice.
- Support and reward faculty members’ professional service, public work and/or community-based action research or “public scholarship.”
- Provide multiple opportunities in the curriculum for students to develop civic competencies and civic habits, including research opportunities that help students create knowledge and do scholarship relevant to and grounded in public problems but still within rigorous methodological frameworks.
- Promote student co-curricular civic engagement opportunities that include opportunities for reflection and leadership development.
- Have administrators that inculcate a civic ethos through the institution by giving voice to it in public forums, creating infrastructure to support it, and establishing policies that sustain it (Kellogg Commission, 1999; USC, 2011; Boyte & Hollander, 1999).

In 2011, the Council on Engagement and Outreach (CEO) of the Association of Public and Land Grant Universities (APLU) developed a set of core principles for public universities as they undertake the task of embedding engagement into the central mission of the institutions (Fitzgerald et. al., 2012). The CEO argues that universities that aim for a stronger level of societal relevance will not only advance institutional goals, but will also contribute to “a stronger, wealthier and more equitable society” overall. The CEO sees centrality of engagement as critical to the success of higher education in the future (p. 8).

Engagement is essential to most effectively achieving the overall purpose of the university, which is focused on the knowledge enterprise. The university, within the broader society system, has responsibility to fuel knowledge creation, transfer and application to enhance societal purposes (p. 9).

The university as a knowledge enterprise values collaboration as opposed to academic isolation, impact as opposed to productivity, externally focused agendas as well as internally focused agendas, societal relevance in addition to disciplinary relevance. Successful institutions view community as co-creators of knowledge.

Recognizing research universities’ potential to provide leadership on engagement, Campus Compact—a national coalition of more than 1,100 college and university presidents representing some 6 million students—developed a case statement that highlights the importance of engaged scholarship as a central component of activities and programs at research universities. This statement argues that “because of research universities’ significant academic and societal influence, world class faculty, outstanding students, state of the art research facilities, and considerable financial resources, they are well-positioned to drive institutional and field-wide change relatively quickly and in a ways that will ensure deeper and longer-lasting commitment to civic engagement among colleges and universities for centuries to come” (Gibson, 2006, p. 2).

Universities and their surrounding communities often speak their own languages, and time frames and approaches to solving problems are both different and disparate. The central tenet of community engaged scholarship is that partnerships are not transactional but reciprocal and mutually beneficial. Universities must strive to understand what the community’s needs are just as the community needs to understand the university’s needs and the parameters and limitations of partnering with a large research institution. They need to be able to incorporate a community voice without feeling overwhelmed, and the community needs to understand what and to whom the university answers. They need to develop partnerships that share initiatives and resources, but they also need to focus upon building capacity rather than letting their efforts become a unidirectional drain of resources.

If university-community partnerships are to stand the test of time, institutions of higher education must ensure that their internal structures and policies make possible a long-term commitment. Community

partners, many of whom come to the table with significantly fewer financial and human resources, invest scarce time and energy to build a collaboration with a higher education institution, only to have that partnership end when the funding, project period, or semester comes to an end. Additionally, partnerships are often criticized for being too academic-centric, with goals driven solely by the needs of the institution rather than the needs of the partnering agencies. While institutional definitions of partnerships may vary depending on the context, almost all include three essential elements: (1) a relationship, characterized by mutuality, (2) involving two or more individuals, groups, or organizations, that share (3) a commitment to an agreed-on goal or purpose (Beere, 2009, 55).

Defining Community Engaged Scholarship

The Carnegie Foundation for the Advancement of Teaching defines community engagement as “...the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll, 2008, p. 39). The Committee on Institutional Cooperation, a consortium of the Big Ten universities (plus the University of Chicago) defines community engagement as “...the partnership of 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 education, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (Fitzgerald, et. al., 2005).

The collective impact of these definitions implies that if engagement is fully embedded within the core teaching, research, and service missions of the university it must be distinguished by at least four foundational characteristics (Fitzgerald, et. al., 2012):

1. *It must be scholarly.* A scholarship-based model of engagement embraces both *the process* of engaging (community-university partnerships) and *the product* of engagement (evidenced-based practices and measurable impact).
2. *It must cut across the mission of teaching, research, and service.* Rather than be separate activity or only viewed as service, the approach must be purposefully collaborative between campus and community.
3. *It must be reciprocal and mutually beneficial.* University and community partners engage in mutual planning, implementation, and assessment of programs and activities.
4. *It must embrace the process and values of a civic democracy* (Bringle & Hatcher, 2011).

Community Engaged Scholarship & Promotion and Tenure

Research universities are uniquely positioned to leverage their research capacity by embracing and expanding our definition of research and encouraging faculty to collaborate with communities to generate new knowledge. However, while research institutions typically house many publicly engaged scholars, there is often no unified language that explicitly demands reward for such endeavors. Faculty are more often dissuaded from conducting public scholarship lest their work is viewed as outreach or public service, which is a direct challenge to junior faculty and faculty of color who are coming in with the penchant for conducting community engaged scholarship. The challenge is not only in revising policy but also in the evaluation process.

It is worth mentioning that there are two camps in the debate over whether an institution’s intention to embrace and grow its community engagement agenda requires explicit change in policy language, especially when it comes to faculty rewards and incentives. There are those who argue that a change in policy is unwarranted, that the key to successful engaged practice is in how faculty make the case for their community engaged scholarship. Others argue that traditional tenure policies are barriers for tenure track faculty at research universities to collaborate with external audiences on scholarly outreach and engagement. Without explicit language that distinguishes community engaged scholarship from other forms of scholarship by explaining alternative approaches, artifacts, and outcomes, the strengths of faculty work are likely to be overlooked or rejected due to a lack of understanding by the evaluating committee.

In either case, what does remain essential is developing a set of criteria for evaluating P&T portfolios for community engaged scholars and supporting P&T evaluation committee members with training on how to apply those criteria to faculty within their individual disciplines and departments. Additionally, schools, colleges, and department should be encouraged to develop criteria inclusive of community engaged scholarship as appropriate to their various disciplines and, furthermore, should be supported by the Faculty Senate and Academic Freedom and Tenure committees in the development of such criteria.

An initial step will be to develop a definition of community engagement that extends beyond economic development partnerships and public service. The goal would be to provide a definition of community-engaged scholarship that addresses all forms of academic work (research/creative activity, teaching, service) that adheres to key principles of community engagement (mutually reciprocal partnerships and public purpose) and scholarship (work that demonstrates a high level of discipline-related proficiency, is creative or original, is amenable to documentation, may be peer or constituent-reviewed, and has significant impact. It is also important to note that in undertaking this important investigation, universities are not necessarily “reinventing the wheel.” Over the past decade, several major research universities have revised their tenure and promotion policies to be more inclusive of community engaged scholarship (See Appendix A).

The University of New Mexico’s national standing as a leading research university is marked by membership in the Association of Public and Land-Grant Universities, a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities. In 2008, the APLU’s Council on Engagement and Outreach developed a [Regional Engagement Toolkit](#) that provides concrete objectives for its member universities as they work to define and conceptualize engagement within broader strategic plans. In this toolkit, the CEO and the APLU provide suggestions and resources organized around four major areas of activities:

- **Define:** Define current engagement activities to make explicit the characteristics, assets, and needs of both the region and the university.
- **Align:** Align potential connections and synergies between and among people, resources, and opportunities in the region and the university.
- **Connect:** Build or strengthen the associations and relationships needed for a university’s engagement initiative.
- **Plan:** Lay the groundwork for an effective engagement initiative and prepare to implement.

UNM must embrace and excel at community engagement precisely because we are socially and economically intertwined with the City of Albuquerque and the State of New Mexico. Our location provides a special opportunity and responsibility to share our resources to address local issues. Albuquerque is a growing region that provides unique opportunities for faculty, staff, and students to engage in transformational research and teaching. Community engagement fosters informed and relevant scholarship and engenders transformational learning opportunities. With nearly 28,000 students and more than 11,000 employees, UNM is an anchor institution¹ with significant physical and economic impact on Albuquerque and the surrounding region. As such, we must view community engagement as an opportunity to not only improve our institutional practices and capabilities, but also an opportunity improve our neighborhoods and communities and recruit and retain excellent faculty, staff, and students to our campus.

¹ *The Netter Center for Community Partnerships at the University of Pennsylvania characterizes “anchor institutions” as those that generate jobs, are physically and economically tied to a community, provide employment for a large number of people, and attract businesses and highly skilled individuals (among others), all of which makes them valuable for urban revitalization strategies that involve “building from strength” by stabilizing and improving areas adjacent to existing centers of investment and employment. Beyond their inherent impact, higher education institutions of all types and sizes can be key engines of growth and revitalization and active participants in the renewal of older, often struggling communities.*

In addition to being a respected research university, UNM is also uniquely positioned as a Hispanic Serving Institution (HSI) to gain respect and recognition among constituencies beyond that of being a university that serves New Mexico students. Significantly more can be done to improve the image of UNM as a university that is aware of the issues affecting New Mexicans and willing to share its resources—intellectual, financial, and otherwise—with the non-academic community to work toward resolving those issues. In order to do this, UNM must improve the way it gets feedback from the community, moving beyond the requisite “image and perception studies,” which perhaps give a superficial view of how people “see” UNM, to a deeper investigation on how community has a voice and role in decisions that impact community. The goal would be to make UNM’s boundaries more porous, allowing ideas and activities to flow through mutually beneficial partnerships and engagement activities.

UNM Community Engagement Strategic Plan 2015-2020

While UNM’s journey to institutionalize community engagement will most certainly be a five to 10-year process, we are putting forth five recommendations that can put us on a trajectory to achieving our goals. UNM is already well along the path to realizing the vision presented above because of the many meaningful contributions faculty, students, and staff are making every day. The next step should be to identify opportunities to enhance efforts to increase recognition and impact, and coordinate those efforts with schools, colleges, departments, and the [UNM 2020](#) and [Vision 2020](#) (HSC) Strategic Plans.

For the most part, students, faculty, staff and community members are unaware of the many ways UNM engages with community through teaching and scholarship. Data collected for the Carnegie Community Engagement Classification demonstrates that faculty and students want to connect with others in their community-based teaching and research. They want to conduct community-based research and teaching but do not have sufficient opportunity to build that practice. They seek deeper and broader connections to community. Unfortunately, some faculty—especially junior faculty—are often discouraged from doing community engaged research and teaching, because their peers and superiors perceive that such activities do not contribute to traditional expectations for scholarship in particular.

We see community engagement as a strategy to accomplish institutional goals. But as an institution, UNM does not yet embrace a philosophy or overarching construct of what community engagement is and should be across our university. We must first develop criteria to clarify what community engagement is, and identify and recognize campus exemplars. We must open up a conversation about the value of engagement for academic culture, teaching, and scholarship, and connect community engagement to all of our major institutional initiatives.

Even as we ensure that community engaged scholarship is supported and encouraged, more importantly, **we must insure that such work meets rigorous standards and has measurable impact and outcomes.** Our guiding question in developing this Strategic Plan will be:

How do we institutionalize community engagement at UNM so that it is valued in the system for faculty, students (in both curricular and co-curricular experiences), staff, and community partners?

Advancing Community Engagement at UNM: A Brief History (2012-2015)

The past three years have seen significant momentum toward achieving our goal of making community engagement and community engaged scholarship pervasive across UNM’s campus. Below is a brief timeline of events and initiatives that have provided a clear pathway for further development a concrete Strategic Plan.

April 2013

Carnegie Community Engagement Steering Committee formed

Steering committee charged with collecting data to support application for Carnegie Foundation’s Elective Community Engagement Classification

May 2013	<i>Faculty Senate Community Engaged Scholarship Task Force</i>	Task Force comprised of representatives from every college or school on the main campus and the Health Sciences Center charged with making recommendations to the Faculty Senate on engaged scholarship activities and expanding tenure and promotion guidelines to recognize such scholarship.
May 2013	<i>Eastern Region Campus Compact Carnegie Peer Development Network</i>	Carnegie Steering Committee attends 10-session Peer Development webinar series to assist in structuring the campus self-study processes and the application process.
November 2013	<i>Campus presentations notifying units of intent to apply for Carnegie classification</i>	Data Collection process begins under leadership of Virginia Scharff, Associate Provost for Faculty Development
December 2013	<i>Proposal to Faculty Senate to transfer Task Force charge to a newly established Council for Community Engagement</i>	
April 2014	<i>Carnegie Community Engagement application submitted to NERCHE</i>	
June 2014	<i>Engagement Academy for University Leaders, Virginia Tech</i>	Group of UNM representatives from main campus and HSC attend executive development program designed for leaders and teams responsible for developing institutional plans to advance UNM's plan for engagement and link community engagement to the teaching, research, and service missions.
November 2014	<i>2014 Community Engaged Scholarship Forum</i>	More than 100 faculty, staff, and administrators attended the Community Engaged Scholarship Forum on Nov. 21 st . Day-long forum featured presentations from UNM faculty and staff and featured keynote speaker Dr. Barbara Holland, who also met with Deans and Provosts regarding institutionalizing community engagement at UNM.
January 2015	<i>UNM informed of failure to receive Carnegie Community Engagement Classification.</i>	National Advisory Board informs that UNM's application did not provide sufficient evidence that our campus meets the criteria specified in the application framework.

February 2015

Conference call with NERCHE and Carnegie Advisory Board to discuss next steps.

Significant issues around tracking and assessing community engagement activities, measuring institutional impact and outcomes, and lacking explicit support of community engaged scholarship in our promotion and tenure policies.

2015 Carnegie Community Engagement Classification

UNM is the most comprehensive institution within the state of New Mexico. It has broad-based and successful programs housed in colleges, schools and programs across the campus, including extensive undergraduate and graduate studies programs in the social sciences, humanities, health sciences, education, and engineering, to mention just a few. In 2014, a steering committee engaged in conducting a self-study of all of UNM's community engagement initiatives across campus. Data was collected between November 2013 and March 2014. Both the President's and Provost's offices issued a campus-wide call to participate. Two surveys were distributed to deans, chairs, and program directors. Units also had the option of submitting their program's annual report or arranging for a member of the steering committee to come and interview them about their program. More than 30 units across campus and from branch campuses self-reported community engagement initiatives ranging from course-based practices to major research partnerships. Additionally, the steering committee conducted research to find examples from schools, colleges, and programs that did not self-report, but that were believed to have courses, outreach programs, and partnerships that fit the parameter of the data collection process.

In April 2014, UNM applied for the Carnegie Foundation's elective classification for Community Engagement, which allows institutions to be recognized for important aspects of institutional mission and action that are not represented in the national data collected and categorized by the Carnegie Foundation.

In December 2014, UNM received notification that the institution was not awarded the classification for the 2015 application cycle. While an institution's absence from the Community Engagement classification should not be interpreted as reflecting a judgment about the institution's commitment to its community, the self-study undertaken as part of the data collection process and the feedback provided by the National Advisory Panel from the New England Resource Center for Higher Education (NERCHE), the evaluative arm of the Carnegie application process, indicate that UNM's engagement agenda is not well aligned or organized across the institution.

On February 9, 2015, we received feedback regarding UNM's failure to receive the Carnegie Foundation's Elective Community Engagement Classification for the 2015 application cycle. During our conference call, John Saltmarsh, co-Director of NERCHE, and members of the National Advisory Panel gave very concrete suggestions on why UNM was not awarded the designation and provided recommendations on how we can strengthen our community engagement agenda.

Generally, the advisory board felt that there were significant issues around tracking and assessing our community engagement activities and measuring institutional impact and outcomes. Additionally, that we lack explicit support of community engaged scholarship in our promotion and tenure policies was another significant weakness. The advisory panel suggested that the plans set forth in the UNM 2020 Strategic Plan (See [UNM 2020, G3: Promote Institutional Citizenship](#)) were strong, and that we should use these as reference points to put us on a clearer trajectory to institutionalizing community engagement.

Key recommendations mentioned in our call:

- We need to increase faculty involvement and encourage faculty to see community-engaged work as a core element of their academic work (teaching, research, and service) at this institution;
- We need to increase number of service-learning and community based courses available to students;

- We must offer professional development opportunities to faculty around community engaged teaching and research;
- We must create new standards for tenure and promotion (we must do this to attract the faculty we want to attract *and* create an environment where they can thrive);
- We must create Learning Objectives & Outcomes (Assessment) around community based teaching and learning; and
- We must enlist visible support from senior administration (Provost, Deans, Chairs).

Recommended Actions

Based on the criteria and definitions above and the work by U.S. research universities that over the past decade have made civic engagement and community engaged scholarship a central mission and purpose of their institutions, it is clear that UNM has a great deal of work ahead of it to establish itself as an engaged institution. The Carnegie Foundation has provided concrete recommendations and, as the application cycle for the 2020 Classification opens in the fall of 2018, UNM has significant time to strategically approach these recommendations. Based on the criteria outlined in this report, the Carnegie self-study process, the action plan developed at the Engagement Academy for University Leaders, and the feedback from our Community Engaged Scholarship Forum, we are recommending the following actions.

Recommendation No. 1: Sound the Call

Senior Administration must make a public commitment to engagement as an institutional priority worthy of time and resources. Senior administration (President, Provost, Deans, and Chairs) must publicly challenge faculty to address problems that Albuquerque or New Mexico has that involve research within their discipline, and those activities must be measurable and scholarly. There are faculty just waiting to be asked to propose these types of research projects, and we must encourage faculty to engage community members in conversations about the needs and goals and think about how their disciplines can help. Such outreach and engagement, however, cannot just be through “service” because then students are not involved in the work. In short, we need to let the lid off of our faculty. We need to let them know (and let other leaders on campus know) that it is acceptable to be involved in this type of scholarly work.

This message should also be reflective in how community engagement and campus-community partnerships are portrayed via university communications. UCAM and campus communications officers would do well to develop a unified communications plan that actively promotes community engagement initiatives at UNM, including highlighting existing programs and encourage more university-community partnerships in teaching, research, and service.

- Develop consistent language and terms when describing community engagement and campus-community partnerships.
- Develop a centralized campus website with resources for community partners.
- Publicly identify community partners.
- Distinguish between community engagement and economic development.
- Tell stories from both the university and community perspectives.
- Represent campus-community partnership projects as joint endeavors that benefit both parties.

Recommendation No. 2: Create a central structure (office or institute) for Community Engagement

Establish a point of contact on campus whose sole purpose will be to develop reciprocal relationships to identify mutual needs and benefits, set agendas for positive change, implement strategies, and assess results and welcome all community members. This entity would be responsible for telling UNM’s story of impact and engagement and ensuring that message is consistent.

UNM currently has no central structure on campus that is designed to organize and track institutional activities related to community engagement. There are two structures in place that focus upon student

curricular and co-curricular engagement: the *Research Service-Learning Program*, which is currently housed in University College and focuses on supporting classroom-based service-learning experiences, and the *Community Engagement Center*, which is currently housed in Student Affairs and focuses on co-curricular student engagement. One reorganization effort could be to consolidate these and similar programs under the umbrella of Academic Affairs with strategic partnerships with Student Affairs, the Office of the Vice President of Research, University College, and the Center for Teaching Excellence. The proposed new structure should not be affiliated with any one school or program, but rather should be housed in Academic Affairs in order to serve faculty and students across the campus and represent the University as a whole to the community.

The goal of this new entity would be to provide both curricular and co-curricular community engagement opportunities and research support for campus constituents in partnership with local community organizations. Students, faculty, staff and community partners would come together to create connections and opportunities for working on community-engaged projects. The responsibilities of this new entity might include:

- Build and maintain a tracking database of all UNM community engagement activities (teaching, research, and service) and generate annual reports measuring impact of partnerships and activities;
- Provide leadership for effective community engagement, outreach and partnerships, including professional development opportunities for faculty, staff, and administrators, and customized support for courses, departments, programs, and student organizations;
- Publicize and disseminate partnerships and stories of engagement;
- Identify grant opportunities and work with the Research Office to support service-learning and community engagement at UNM;
- Assess effectiveness in achieving departmental, divisional and institutional goals. Strive to constantly improve standards in curricular co-curricular programs and to increase quantity and quality of student input in academic and student affairs;
- Support UNM's outreach and media efforts including creating a website to promote community engagement efforts;
- Regularly report to University on all initiatives; and
- Establish a Service-learning Faculty Fellows (with the CTE) professional development program in which faculty can design and conduct research on their community based teaching efforts.

Ideally, the structure (perhaps an *Institute for Engaged Learning and Research* or *Office of University-Community Partnerships*) should be led by an Executive Director, whose responsibility, under the direction of the Provost's Office, would be to provide leadership and support for the collaborative efforts of faculty, staff, and students to develop and promote the University's vision for service-learning and community engagement; serves as a resource person for faculty members and graduate assistants interested in incorporating service-learning into their teaching and research; advances the mission of the all curricular and co-curricular service and engagement initiatives by coordinating the collaboration and communication between the University and community partners; links faculty and students with community agencies for engaged learning and research opportunities. (See Appendix B for job description.)

Recommendation No. 3: Convene the Provost's Council for Community Engagement

The *UNM Council for Community Engagement (CCE)* would ensure that the university's strategic goals and objectives would be systematically executed and accomplished in order to best leverage the work and intended outcomes. The CCE should be comprised of representatives from each of the colleges and schools across campus, including the Health Sciences Center along with representatives from the Faculty Senate and the Academic Freedom and Tenure Committee, student leaders, and executive leadership.

More importantly, membership should be open to community members, such as leaders or representatives from area government and nonprofits, economic and workforce development organizations, and public education.

Under the direction of executive leadership (Academic Affairs, Student Affairs, Research, etc.) from both Main Campus and the Health Sciences Center, the charge of the Council for Community Engagement will be to:

- Develop and define community engagement at the University of New Mexico, including defining service-learning, outreach, and community engaged scholarship;
- Develop a strategic plan and recommendations for community engagement across all campuses;
- Coordinate CE strategic vision with current planning initiatives (i.e. Foundations of Excellence, Innovation Academy, Freshman Learning Communities, proposed Public Policy Program, proposed School for Social Transformation, etc.);
- Inform senior officers and government bodies on a critical and important issues regarding publicly engaged work across the university system, including:
 - improving university structures that support community engagement,
 - developing policies and procedures,
 - developing and improve existing programs, and
 - aligning CE activities with key institutional priorities;
- Advise upon the nature and sustainability of community, academic, and researsch partnerships;
- Advise upon the development of curricular engagement opportunities for students (i.e. service-learning courses); and
- Gather information from the community on critical needs and opportunities.

Recommendation No. 4: Community Engaged Scholarship & Faculty Rewards and Incentives

The UNM Faculty Senate and Academic Affairs Office have requested materials that would inform and facilitate campus deliberations regarding the positioning of community engagement and community-engaged scholarship in the promotion and tenure guidelines and the re-examination and revision of institutional policy that supports the types of research being produced by faculty. UNM’s mission as a public university and the goals and objectives set forth in the [UNM 2020 Strategic Plan](#) are ambitious and portend a shift toward an increased focus upon expanding collaboration with community outside the university and academia to develop research that addresses society’s most pressing issues (i.e. K12 education, economic development, community health and health disparities, etc.). However, current language in the Faculty Handbook (see Faculty Handbook [Section B: Policy on Academic Freedom and Tenure, 1.2 Categories for Faculty Performance Evaluations in B1: Professional Activities of Faculty and Criteria for Evaluation](#)) is ambiguous and does not provide adequate guidance in evaluating faculty scholarship that is carried out for, and, or with the public, which may result in the standing of such work being downgraded to the status of “service” in the opinions of departmental tenure committees.

The articulation between scholarship and community engagement requires focused exploration. As such, we must explore changes in the faculty rewards systems, particularly in expanding tenure and promotion policy to be more inclusive and supportive of community engaged scholarship. We must assess the faculty reward structure at UNM such that engaged research/work could be acknowledged and honored as a possible area of focus and scholarly work, including:

- Meet with departments and colleges to discuss individual T&P policies and how/whether CES is centralized within the department;
- Engage with Faculty Senate, Academic Freedom & Tenure Committee, Research & Creative Works Council, and others to revise and expand tenure and promotion policies to be inclusive of community engaged scholarship;

- Develop institutional criteria for the evaluation of community-engaged scholarship and train department chairs and T&P evaluators on how to implement such criteria;
- Develop a taxonomy for documenting scholarship that results from community engaged activities;
- Establish a Community Engaged Scholars Network at UNM (and other state institutions) that serves faculty, researchers, and teaching staff who are committed to campus-community partnerships, community-based research, service-learning, and other forms of public scholarship and engagement; and
- Identify and share respected peer-reviewed outlets for community-engaged scholarship, either in disciplines or interdisciplinary outlets.

Recommendation No. 4: *Enhance students' educational experience by increasing the number of curricular and co-curricular service opportunities.*

An initial step toward enhancing the student learning experience will be to advance civic learning from a “partial” practice interspersed among the institution to one where civic learning and engagement are “pervasive” and embedded within every facet of the student experience. Increasing the number of academic service-learning and community-based research classes is an essential step to not only increasing students’ civic capacities, but also recruiting and retaining students, as existing retention research substantiates the argument that when universities expose students to deeply engaging learning opportunities, they are more likely to retain those students and produce critically, civically, and globally minded graduates who possess problem solving and leadership abilities. We must work at creating a learning environment where civic learning is expected for all students, not just particular areas of study, and is infused across and throughout the student’s time at the institution. As such, we should:

- Engage students in service, democratic engagement, and community-based learning and research to promote civic participation, build community capacity, and enhance the students’ educational experience;
- Work with UNM departments, offices, and programs to promote community engagement.
- Develop policies related to community engaged teaching and projects, including memoranda of understanding, student and community partner orientations, safety assurances, etc.;
- Establish criteria and definitions for service-learning courses and establish course standards and student learning outcomes (SLOs) for all service-learning and community-based research courses;
- Devise a mechanism for identifying courses that are service-learning (SL) or community-based research (CBR) classes and recommend them as options for students in the General Education core;
- Expand the number and quality of service-learning offerings in all disciplines across campus,
- Develop a community engagement minor of study open to all students and supporting with CEC expand and develop other co-curricular initiatives; and
- Establish the state’s first Campus Compact² office and recruit other New Mexico institutions to become members.

² *Campus Compact is a national coalition of more than 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. New Mexico does not yet have a Campus Compact, which would link all of the institutions in the state.*

A Look to the Future

This report asserts that our institutional viability, on many different levels across many different spectrums, is dependent upon these considerations. To make a meaningful difference, engagement should be infused throughout our institution and be an integral element in shaping its identity. We also must impress that expanding and advancing our engagement agenda is the right thing to do for students, faculty, and community. If we are committed to using our powers for good, we must move beyond the current motivations of student retention and graduation and enforce the idea that increasing and supporting scholarship, learning and teaching that is inclusive of community-based issues and goals. We must do it because it is the right thing to do for our students, for our faculty and staff, and for our local, regional, state, and global communities.

We also must move beyond the discourse that the purpose of higher education is only to gain employment and improve your social status or that scholarly research is done only for the sake of scholarly research rather than an intentional public purpose; rather, we must embrace the civic elements of education purpose our work so that it creates more civically engaged students and, conceivably, a stronger and better society. If we place this argument squarely in the realm of educational reform, we must consider the viability of a college education/degree in the context of its relevance to our students, our institution, and the future strength and viability of our communities.

A look to the future also raises the issue of the impending departure of retiring senior faculty over the next decade and discusses strategies to recruit and retain the next generation of innovative scholars and teachers. If by 2020 we continue to act as we are, faculty will be lost to retirement, more competitive compensation and rewards, and increased opportunities at other universities to conduct groundbreaking and innovative scholarship. We need to understand the challenge of where we will be in terms of engagement, retention, research, and funding if we continue to maintain our current path. We must leverage our current assets, which means must have an idea of what our assets are and use those assets to sustain our trajectory and achieve the potential to meet our institutional aspirations.

Appendix A

Examples of P&T Policies Inclusive of Community Engaged Scholarship

Indiana University-Purdue University Indianapolis

Public Scholars

The University and campus recognize the appointment of public scholars and embrace their unique relationships and contributions to the community. Public scholarship is conducted in partnership with identified “publics” to address their needs and concerns. As such, public scholarship tends to be highly collaborative, outcomes-focused and results in final products that benefit and are valued by the community. Scholarly outcomes may include exhibits, curricular products, community projects and websites. The nature of public scholarship is diverse and the evidence used to support it may differ from traditional forms of scholarship. Non-traditional dissemination outlets and alternative metrics should be acknowledged as acceptable forms of documentation (p. 36).

Michigan State University

Research

The essences of scholarship is thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based on the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Consistent with the fact that there are multiple forms of scholarship, the attached forms provide the opportunity to document, provide evidence for, and assess faculty scholarship in the functional areas of instruction, research and creative activities, and service within the academic and broader community, as well as cross-institution missions.

Instruction

Evaluate the faculty member’s scholarly contributions in instruction. Dimensions to be addressed may include (but are not limited to): • Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction; • Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.; • International instruction such as instruction abroad, comparative/international courses on campus, etc.; • Patient care activities in support of instruction; • Academic advising (making clear what the appropriate responsibilities and expectations are); and • Instructional activities in professional/clinical, extension, international, or urban arenas. The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member’s accomplishments

Weber State University, Ogden, Utah

At Weber State College, the Center for Community Engaged Learning has helped four of seven colleges revisit and revise their tenure documents regarding community engaged research, teaching, and service. Below are some of the guidelines they have provided for addressing the gaps in departmental policy documents and offer suggestions for revised language:

Community Engagement in Teaching:

The recognition of community engagement in teaching can be addressed by including language in the definition of teaching that 1) recognizes teaching occurs in many contexts inside and outside the classroom, and 2) specifically cites community engaged learning within the list of acceptable activities indicating it is an equally valued teaching modality.

Sample language

Teaching is simply defined as any transfer of relevant knowledge or skills from faculty to students, irrespective of context, medium, process, or outcomes (e.g., whether or not it results in a grade). Teaching activities include, but are not limited to: classroom instruction, laboratory sections, field work or field trips, on-line instruction, and a variety of advisory, supervisory, or sponsorship roles including community engaged learning, undergraduate research, student clubs and organizations, events, and programs.

Community Engagement in Research

Sample Language

The candidate is expected to produce scholarship. Weber State University encourages many types of scholarship including, but not limited to, research to generate knowledge and information to advance a discipline(s) or field(s) of study, scholarship to improve teaching and learning, and research involving collaboration with community partners to produce scholarly products of benefit to the community. All types of scholarship will be given consideration by the Rank and Tenure Committee based on their merit. It is the candidate's responsibility to document the significance, impact, and quantity of their scholarship.

Significant scholarship is judged as such by peers, and impactful scholarship influences and informs policy- and decision-making in relevant groups/institutions. A candidate producing notably significant or impactful scholarship may require fewer items to receive a given rating than would otherwise be required. Evaluation committees and candidates are encouraged to obtain independent evaluation of scholarly work from within or outside of the university to assist in establishing the relative merits of the candidate's scholarship. The following list of scholarly work is not exhaustive.

- Publication of books or articles or chapters subject to peer review and formal acceptance processes. It is the candidate's responsibility to make the case that a particular publication is peer-reviewed, to establish the significance of the publishing forum, and to document the extent of his or her contributions to a jointly authored publication.
- Unpublished works that are currently undergoing the peer-review process.
- Peer-reviewed grants that are in and of themselves scholarly work.
- Service as editor or assistant editor of a scholarly journal that involves the production of scholarly work.
- Delivery of scholarly papers or posters at academic meetings.
- Publication of book reviews.
- Non-peer reviewed scholarly products such as unpublished manuscripts, self-published works, research reports, and publications for general audiences.
- Community research reports or presentations of findings (e.g. technical reports, research reports, policy reports, publications, etc.).

Community Engagement in Service

Sample Language

The candidate is expected to provide professionally-related service. Professionally-related service includes activities that sustain the university and enable it to carry out its mission, contributes to the function and effectiveness of the faculty member's profession and discipline, and reaches out to external communities and constituencies, such as government agencies, business, private for-profit, and not-for-profit organizations. All levels of service, whether at the institutional, community, or professional levels, will be given consideration based on their merits by the committee. Service to the institution is expected of all faculty. It is the candidate's responsibility to document the quality, quantity, and significance of these activities, and any leadership roles that they may have fulfilled. Service to the community must be professional in nature and utilize the candidate's area(s) of academic expertise and may include activities such as speech-making in the area of the candidate's expertise, membership on boards, consulting,

publishing in the popular press, advising to avocation groups, and participating in seminars or workshops.

California State University-Monterey Bay

CSU-Monterey Bay has a Retention, Tenure and Promotion policy that has four areas of scholarship. They are:

- Teaching and Learning
- Discovery, Creation and Integration
- **Professional Application**
- University Service

The Professional Application category of scholarship explicitly talks to the following characteristics:

- a. *They contribute to the public welfare or the common good;*
- b. *They call upon a faculty member's academic and/or professional expertise;*
- c. *They directly address or respond to real-world needs; and*
- d. *They support the CSUMB Vision.*

You can find the policy at: <http://ap.csUMB.edu/retention-tenure-promotion>

Appendix B
Job Description: Executive Director
Institute for Community Engaged Learning & Research (Proposed)

Primary Responsibilities

Serve as primary adviser and coordinator to ongoing service-learning and community engagement initiatives and assist in reaching UNM 2020 goals, including:

1. Develop and implement a systematic long-term plan for institutionalizing service-learning and community engagement across all UNM and branch campuses.
2. Create and advise the Provost's Council for Community Engagement.
3. Work with Faculty Senate, Academic Freedom & Tenure Committee, Research & Creative Works Council, and others to revise and expand tenure and promotion policies to be inclusive of community engaged scholarship.
4. Create an institutional instrument to measure university-community impact of service-learning, research, outreach, and partnerships.³
5. Work with existing offices and units (Research Service-Learning Program and Community Engagement Center) to expand number and quality of service-learning offerings campus wide and support co-curricular community engagement being done through Student Affairs.
6. Identifies grant opportunities and works with the Research Office to support service-learning and community engagement at UNM.
7. Establish a Service-Learning Faculty Fellows Program in partnership with the Center for Teaching Excellence.
8. Establish a set of course standards and SLOs for all service-learning and community-based research courses and assist with outreach activities including classroom, community, and professional association presentations.
9. Assess effectiveness in achieving departmental, divisional and institutional goals. Strive to constantly improve standards in curricular co-curricular programs and to increase quantity and quality of student input in academic and student affairs.
10. Maintain a knowledge base and build a resource library concerning current national and global trends and developments within areas of responsibility.
11. Explore partnerships and links with UNM Health Sciences Center's outreach efforts.
12. Present institutional research on community engagement initiatives at two national conferences: Engagement Scholarship Consortium (ESC) and the International Association for Research on Service-Learning and Community Engagement (IARSLCE). Encourage UNM community-engaged scholars from various departments to present on their teaching and scholarship, as well.
13. Regularly report to University on all initiatives.

Additional Responsibilities

1. Create a Community Engaged Scholars Network at UNM (and other state institutions) that serves faculty, researchers, and teaching staff who are committed to campus-community partnerships, community-based research, service-learning, and other forms of public scholarship and engagement. The network will serve as a forum for information sharing regarding funding opportunities, colleague and community collaboration, statewide recognition events, and professional conferences and publishing opportunities.

³ *The Community Engagement Collaboratory is a cloud-based software application for higher education that tracks institutional community engagement and public service activities and analyzes the data it collects to document trends across campuses nationally and internationally, and conduct research on current topics of interest to advance the field. The subscription fee is about \$15,000/year, plus a first-year implementation fee of \$7,500. This price tag includes branding the database for UNM, IT support, faculty orientation, etc. The developer, Tree Top Commons, LLC, is also working on deals for early adopters, including possible discounts for being Campus Compact members and those who sign multi-year contracts. Also, the organization runs Noble Hour, a similar software database that focuses solely on tracking student co-curricular service hours, and they may be offering Noble Hour subscription for free to Collaboratory subscribers. (<http://info.cecollaboratory.com/home>)*

2. Establish UNM membership in national community engagement consortia, including Engagement Scholarship Consortium and Imagining America.
3. Assist in establishing a community engagement minor of study
4. Establish the State's first Campus Compact.
5. Explore opportunities for UNM to engage in international engagement opportunities and explore international service-learning and partnership opportunities.
6. Support community engagement outreach and media efforts including creating a website to promote CE efforts.
7. Service as a liaison between UNM and community partners to continue key relationships and build and maintain partnerships with community agencies;
8. Serve on institutional, community, and professional association committees.
9. Work with UNM departments, offices, and programs to promote community engagement initiatives
10. Develop policies related to community engaged teaching and projects, including memoranda of understanding, student and community partner orientations, safety assurances, etc.

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**Community Engaged Scholarship
Tenure & Promotion
Working Group
And CES Evaluation Guidelines**



UNM

MSC05 3400 1 University of New Mexico Albuquerque, NM 87131
Office of the Provost & Executive Vice President for Academic Affairs

To: UNM Dean's Council

From: Monica Kowal *Monica Kowal*
Strategic Planner for Community Engagement
Office of the Provost

Cc: Carol Parker, Senior Vice Provost
Virginia Scharff, Associate Provost for Faculty Development

Date: Monday, April 17, 2017

Re: Evaluating Community Engaged Scholarship in Tenure & Promotion

There is growing national attention within higher education on the issue of community engaged scholarship and its relationship to academic reward systems. Studies of faculty involvement in community engagement show that academic reward systems that do not change to assess and recognize engaged scholarship stand as a barrier to the careers of engaged scholars and campuses truly institutionalizing the work at their core. The Carnegie Classification for Community Engagement, an elective classification that began in 2008, has been a key driving force for change. In 2015, UNM failed to receive the Carnegie Classification, and one purposeful element of feedback from the evaluation committee revolved around UNM's lack of clarity on faculty rewards and incentives for community engaged scholarship. UNM hopes to reapply for Carnegie in 2020 and we will not be able to receive this honor without showing progress in better aligning faculty rewards with community engaged teaching and scholarship.

To this end, The UNM Working Group for Community Engaged Scholarship in Tenure & Promotion, which was comprised of tenured faculty from each college and school on campus, was formed in March 2016 to recommend evaluation guidelines for community engaged scholarship activities as they intersect with teaching, research and service roles. The CES T&P Working Group is requesting comment from the Dean's Council on the attached guidelines that were an outcome of this effort.

Departments and programs may wish to use these guidelines as a tool for defining, describing, valuing and evaluating community-engaged scholarship (CES) within their respective units.



Guidelines for Evaluating **COMMUNITY ENGAGED SCHOLARSHIP**

In Tenure, Promotion & Merit Pay Decisions

The Working Group for Community Engaged Scholarship in Tenure & Promotion, (henceforth the *CES T&P Working Group*), which is comprised of tenured faculty from each college and school on campus, was formed in March 2016 to recommend evaluation guidelines for community engaged scholarship to value and see the impact of such activities as they intersect with teaching, research and service roles.

The CES T&P Working Group offers the following recommendations for the evaluation of faculty whose scholarly work explicitly engages external communities as a means of fulfilling the public mission of the university and their respective disciplines. Such scholarly work or creative activity typically advances disciplinary knowledge while also addressing a significant community problem or issue, a key element of UNM's mission as the state's flagship public research and Hispanic-Serving Institution (HSI). These guidelines also recognize the importance of community engagement to improve recruitment and retention of valued faculty members. Departments and programs may wish to use these guidelines as a tool for defining, describing, valuing and evaluating community-engaged scholarship (CES) within their respective units.

Community Engaged Scholarship Tenure & Promotion Working Group

Monica M. Kowal (Chair)
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Guidelines for Evaluating
COMMUNITY ENGAGED SCHOLARSHIP

In Tenure, Promotion & Merit Pay Decisions

Tenure-stream faculty are evaluated on their performance in the following three areas:

1. Teaching
2. Scholarly Work
3. Service

Community engaged scholarship (in the form of research, teaching, and/or service) serves people in our state, nation, and the wider world through a continuum of academically informed activities. The spectrum of such activities will vary among disciplines, but in all cases, community engaged scholarship is planned and carried out by university and community partners, and includes scholarly commitment to public practices and public consequences. Community engaged activities include artistic, critical, scientific and humanistic work that influences, enriches and improves the lives of people in the communities the university serves. We recommend that academic units use the following definitions to guide scholarly practice and give direction to evaluation of faculty scholarly work.

Teaching

Engaged teaching involves students with the community in mutually beneficial ways. This includes, but is not limited to, service-learning and other community-based learning experiences, internships and co-op experiences, and involvement in community-based research or other special projects.

Teaching is evaluated by students, faculty, and, in the case of community-engaged learning or service-learning, external reviewers such as community partners who have the credentials and professional reputation appropriate to evaluate teaching activity. To be evaluated for teaching during mid-probationary, tenure, and promotion reviews, evidence must include student course evaluations, descriptions of courses taught and developed by the faculty member, written reports of peer observations of teaching, and/or letters from community partners that provide a detailed, specific discussion of the impact of a teaching project or projects on either their agency or a community-based group.

Scholarly Work

Evidence of scholarship or creative work is determined by the faculty member's publications, exhibits, performances, or media productions and may be supplemented by evidence of integration of the faculty member's scholarly work and teaching. Written evaluations from colleagues and experts in the field, both on campus and at other institutions, as well as external reviewers such as community partners who have the credentials and professional reputation appropriate to evaluate the scholarly activity and its impact on communities external to the University, may be used at the discretion of the department. External letters from community partners should provide a detailed, specific discussion of the impact of scholarly research on policy, actions, or organizational ends.

Scholarly work can also reflect the university's commitment to the public good, and provide specific opportunities for new and evolving forms of research. Community engaged scholarship includes but is not limited to: community-based research, technical assistance, technical development, and/or technical



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reports (including non-academic reports resulting in implementation/impact on public policy, actions, and conditions), demonstration projects, impact assessment, and policy analysis; scholarly work relating to the study or promotion of public engagement; scholarship that may involve partnerships of university knowledge and resources with those of the public and private sectors; work that aims to prepare educated, engaged citizens, strengthen democratic values and civic responsibility, address and help solve critical social problems, and contribute to the public good.

Service

Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located. This may include outreach or public service to the community and society at large, with major emphasis on the application of knowledge to the solution of real world problems. As a vital component of the University's mission, public service must be performed at the same high levels of quality that characterize teaching and research.



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Evaluation Criteria for Community Engaged Scholarship

These criteria are used by the National Review Board to assess and evaluate the Scholarship of Engagement. Drawing from the criteria presented in *Scholarship Assessed: A Special Report on Faculty Evaluation*, (Glassick, Huber & Maeroff, 1997), they have been adapted to more closely reflect the unique fit with the Scholarship of Engagement.

The *Scholarship of Engagement* is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates communities' issues and which can be within or integrative across teaching, research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

In applying these criteria, the National Review Board for the Scholarship of Engagement is mindful of the variation in institutional contexts, the breadth of faculty work, and individual promotion and tenure guidelines.



Goals/Questions
<ul style="list-style-type: none"> • Does the scholar state the basic purpose of the work and its value for public good? • Is there an “academic fit” with the scholar’s role, departmental and university mission? • Does the scholar define objectives that are realistic and achievable? • Does the scholar identify intellectual and significant questions in the discipline and in the community?
Context of theory, literature, “best practices”
<ul style="list-style-type: none"> • Does the scholar show an understanding of relevant existing scholarship? • Does the scholar bring the necessary skills to the collaboration? • Does the scholar make significant contributions to the work? • Is the work intellectually compelling?
Methods
<ul style="list-style-type: none"> • Does the scholar use methods appropriate to the goals, questions and context of the work? • Does the scholar describe rationale for election of methods in relation to context and issue? • Does the scholar apply effectively the methods selected? • Does the scholar modify procedures in response to changing circumstances?
Results
<ul style="list-style-type: none"> • Does the scholar achieve the goals? • Does the scholar’s work add consequentially to the discipline and to the community? • Does the scholar’s work open additional areas for further exploration and collaboration? • Does the scholar’s work achieve impact or change? Are those outcomes evaluated and by whom?
Communication/Dissemination
<ul style="list-style-type: none"> • Does the scholar use a suitable styles and effective organization to present the work? • Does the scholar communicate/disseminate to appropriate academic and public audiences consistent with the mission of the institution? • Does the scholar use appropriate forums for communicating work to the intended audience? • Does the scholar present information with clarity and integrity?
Reflective Critique
<ul style="list-style-type: none"> • Does the scholar critically evaluate the work? • What are the sources of evidence informing the critique? • Does the scholar bring an appropriate breadth of evidence to the critique? • In what way has the community perspective informed the critique? • Does the scholar use evaluation to learn from the work and to direct future work? • Is the scholar involved in a local, state and national dialogue related to the work?