

**CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING
 ASSIGNMENTS FOR GATHERING INFORMATION FOR THE 2015 RE-CLASSIFICATION DOCUMENTATION
 FRAMEWORK**

Community engagement describes 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 scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

I. Foundational Indicators

A. President/Chancellor’s Leadership Statement

1. Provide a letter from the Chancellor that: -
 - a. Indicates their perception of where community engagement fits into their leadership of the institution,
 - b. Describes community engagement’s relationships to the institution’s core identity, strategic direction, and practices, and
 - c. Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

- d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

Document Excerpt	Web Link (if available)
Annual addresses/speeches (word limit: 500) (word count: 500) Excerpts from Chancellor’s Report: Programs, Partnerships & External Engagement - July 2012 As North Carolina’s urban research university, UNC Charlotte is responsive to changing workforce needs and ever mindful of the economic, cultural, and social well-being of the region. The new programs and partnerships listed here have been created to deliver on that commitment: <ol style="list-style-type: none"> 1. Big Data Conference – UNC Charlotte’s College of Computing and Informatics, the Belk College of Business, and the Charlotte Chamber hosted “Charlotte Informatics 2012: Competing and Winning through Analytics,” a groundbreaking conference for the Charlotte business community. The conference brought 	https://administration.uncc.edu/sites/administration.uncc.edu/files/media/Chancellor%20Newsletters%2007-12-2012.pdf

together a diverse group of leading national visionaries, experts, and executives from business, technology and education to discuss the impact of “Big Data” on business. The conference raised awareness about emerging informatics industries and what they can do to enhance business competitiveness and stimulate innovation and entrepreneurship in Charlotte.

2. Ben Craig Center Becomes Ventureprise – The Ben Craig Center, which this year celebrated its 25th anniversary, was one of the nation’s first university-affiliated business incubators. As part of a major new initiative to develop Charlotte’s “entrepreneurial ecosystem,” the Ben Craig Center recently was renamed Ventureprise, Inc. With an expanded mission and scope, Ventureprise will provide strategy, coordination and communications services to business networks, the university, investors and entrepreneurs.
3. “Violins of Hope” arrived in Charlotte for a series of premiere exhibitions and performances in April, featuring violins almost totally destroyed in liberated concentration camps and empty ghettos at the end of World War II. Brought back to life by master craftsman Amnon Weinstein, they are making their way around the world. Ann R. Belk Distinguished Professor of Music and renowned violinist Dr. David Russell worked diligently to bring the exhibit to Charlotte. The Violins of Hope generated a tsunami of creative activity and unparalleled educational opportunities within our community, and will serve as a model initiative as we seek ways to enhance the cultural landscape of Charlotte.
4. 49er Democracy Experience – The university has developed a unique community engagement and academic program that offers an array of educational opportunities leading up to the 2012 national presidential conventions.
5. Women’s Summit – The 2012 Charlotte-Mecklenburg Women’s Summit, themed “Women, Wages and Work,” brought participants from all over the region for a day of workshops and speakers, including keynote speaker Dee Dee Myers, presidential press secretary in the Clinton administration. The event was developed to educate and inform delegates on issues of public policy, social justice, and advocacy.
6. National Public Health Week – The College of Health and Human Services hosted a number of events in observance of National Public Health Week. Dr. Leandris Liburd, Director of the Centers for Disease Control and Prevention Office of Minority Health and Health Equity, delivered a keynote address entitled “Prevention: The Great Equalizer” as part of a forum to

<p>raise awareness of the role of prevention in reducing health disparities.</p>	
<p>Published editorials (word limit: 492) (Word Count: 500)</p> <p><i>Charlotte Business Journal</i> Op Ed – June 13, 2011, “University Partnerships With Business More Timely Than Ever.” UNC Charlotte Chancellor, Philip L. Dubois</p> <p>Economic, cultural, and social issues of the Greater Charlotte region directly drive UNC Charlotte’s approach to program development, faculty recruitment and funding. In 2007, the North Carolina Commission on Workforce Development predicted a significant talent gap in the upcoming decade due to projected population growth and the eventual creation of 700,000 jobs requiring skills acquired through post-secondary education. Despite the effects of the Great Recession, those projections are still relevant.</p> <p>As North Carolina’s urban research university, UNC Charlotte’s mission compels us to help solve issues confronting the business community and to deliver a workforce that can understand and solve tomorrow’s needs. The talent developed...will become the region’s next generation of innovators, entrepreneurs, teachers, finance and health professionals, and engineers. Their educational experience is enhanced through industry partnerships.</p> <p>Indeed, interaction with industry is a part of our fabric - we’ve dedicated facilities, funding and faculty resources to make these collaborations successful. Two manifestations of our commitment are the Charlotte Research Institute (CRI) and the Ben Craig Center. CRI is a dedicated public/private research institute on campus to ...stimulate economic growth in the region. CRI is <i>the</i> portal for business-university technology partnerships and has served to elevate our status in applied research. In its first 25 years, the Ben Craig Center, the original Charlotte business incubator, has nurtured more than 115 businesses in getting off their feet and into the marketplace.</p> <p>UNC Charlotte’s soon-to-open Energy Production and Infrastructure Center (EPIC) is another example of how the corporate community partners with an urban research university to help drive the future of a mainstay industry. EPIC was tailored to develop and train the next generation of energy industry leadership.</p> <p>The College of Computing and Informatics is involved with “Envision: Charlotte.” This public-private collaboration works toward sustained reduction in ...energy use by 20 percent in 70 buildings in the Charlotte business district by 2016, the first time anywhere in the country an urban area with large buildings will be connected to a Smart Grid.</p>	<p>https://administration.uncc.edu/sites/administration.uncc.edu/files/media/CBJ%20Dubois%20oped%2004-11%20FINAL.pdf</p>

<p>For over 40 years, UNC Charlotte’s Urban Institute has partnered with Charlotte’s leadership to find solutions to social, economic, and environmental challenges facing our communities. One Institute initiative of note, BusinessFirst Charlotte, is a partnership between the city and the Charlotte Chamber that focuses on helping businesses solve problems. Staff and volunteers visit business owners to hear first-hand about their everyday problems and help identify solutions.</p> <p>It takes collaboration to strengthen and diversify a region’s economic, cultural, and social offerings. As the region’s only public research university and ...its largest and most comprehensive, we are in the right place to work with business and industry for the benefit of the community, and the time to share resources and build new partnerships is now.</p>	
<p>Campus publications (word limit: 500) (word count: 477)</p> <p>Excerpts from <i>The Live Wire</i> – Community Relations – Jeanette Sims, November 2013.</p> <p>“When Chancellor Dubois [became] chancellor...in 2005, he created the Department of ... Community Relations ...with the objective to link... the university and the community. I came into this role just a little bit more than a year ago, and one of the things that I’ve already learned is that there is very little need for us to help with that linkage. Those relationships, especially with...the various colleges, are really strong already.”</p> <p>“We work with units to...identify where there are interdisciplinary opportunities for relationships and, most importantly, to be able to tell our story. We are very committed to this region and state ...to be able to address the societal needs, the environmental needs, the educational needs of the region. So... [Community Relations is] there...to ensure that we are doing the best job that we can.”</p> <p>“So what does Community Engagement mean? In institutions of higher learning, it is about collaboration between an institution and the community at large for mutual benefit. So it’s not just ... doing “with” or doing “to” an organization; it’s working with that organization so there is mutual benefit and learning... It is about enriching scholarship and creative activity, but it’s also about allowing us to enhance our curriculum and the learning experience for our students, because...the active work they are able to do gives them that practical application instead of this as theory.”</p> <p>“It certainly gives our students a totally different appreciation for what the issues are in the community, and better prepares them to actually go and make a difference in the community from a long-term standpoint as well. So that’s about preparing engaged citizens and</p>	<p>http://www.youtube.com/watch?v=UZgmirH0Ejl</p>

<p>strengthening...civic responsibilities. The hope is...that mutual benefit is not just about what our faculty learns, what our research shows, what a student experiences, but it's also about addressing critical societal needs and contributing to the common good.”</p> <p>So we are going through a review process right now of looking at several different things. One of those is institutional leadership, what kind of culture our leadership creates. Are our leaders concerned and talking about the importance of our commitment to serving community? We are looking at our funding, both internally and externally, used for community engagement work. We measure the impact on students, faculty, and the community. Once again, this is about mutual benefit as well as...professional development we provide our staff and faculty.”</p> <p>“We’re also reviewing different categories of community engagement: one is curricular engagement. So it is about that service-based learning that our students participate in. It is about outreach and...pure community-service type of work as well as strong partnerships that we have with non-profits in the community. Those are the types of things we review for effectiveness in Community Relations.”</p>	
<p>Other (word limit: 500) (word count: 491)</p> <p>Excerpts from University Convocation – “Looking Ahead: Keeping Our Eyes on the Road and Our Hands on the Wheel” – UNC Charlotte Chancellor Philip L. Dubois, August 14, 2012</p> <p>“...Engagement is a central, defining feature of our urban research university. Our scholarly and creative activities are UNC Charlotte’s calling card in greater Charlotte. We also show leadership in the many ways in which our students, faculty, and staff give of their time and talents through service. UNC Charlotte continues to exemplify the energy and progress of our region, and that hinges on the roles we all play in our community.”</p> <p>“We will soon welcome two important newcomers to our university Advancement team who will play important roles in our engagement in greater Charlotte and beyond: Jeanette Sims will lead Community Relations, while Jenny Jones will join us to direct the Alumni Association. Jeanette will join Associate Provost Owen Furuseth as the co-chair of the Community Engagement Council that was initiated last year...Jenny will continue to expand our alumni efforts inside and outside North Carolina.”</p> <p>“These individuals and the other members of the University Advancement group will provide critical support to my Special Assistant for Constituent Relations, Betty Doster, as she organizes three additional community visits for me in 2012-2013. This past year, we made major visits to Cleveland and Gaston Counties to engage business leaders,</p>	<p>https://administration.uncc.edu/sites/administration.uncc.edu/files/media/2012%20University%20Convocation%20Transcript.pdf</p>

<p>political officials, community colleges, alumni, local media and others. We want these key constituents to be well-informed about UNC Charlotte and to value the role of higher education, particularly in terms of what we do to prepare the future workforce and to contribute applied high-value research in a wide variety of areas.”</p> <p>“...A major engagement initiative will culminate in a few weeks, when all faculty and staff members, along with our students, will have an opportunity to participate in the 49er Democracy Experience. This is UNC Charlotte’s exciting program to engage in the democratic process and to take advantage of Charlotte’s’ once-in-a-lifetime opportunity to host a presidential nominating convention...”</p> <p>“Final Thoughts:</p> <p>“...It was...150 years ago that President Lincoln signed into law the first Morrill Act, which established this country’s system of public land-grant universities. It was twenty years ago this year that the national association of land grant universities, today known as the Association of Public and Land Grant Universities, extended a membership invitation to UNC Charlotte and other urban institutions which educate the vast majority of middle class and poor students through their commitment to access and affordable higher education. It is also this set of institutions that are most invested in helping their communities address the wide-ranging and complex social and economic issues of urban areas.”</p> <p>“...Each of us has an essential role to play in delivering upon the promise of the Morrill Act. That, colleagues, is a high and noble purpose which should inspire each of us every day.”</p>	
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B. Institutional Identity and Culture

- 1a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g. civic engagement, public engagement, public service, etc.?)

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500) (word count: 348)

The UNC Charlotte website features a link to our Community Engagement definition and information from the homepage. When the mouse hovers over the Community Engagement link, the following description of community engagement appears: “UNC Charlotte is committed to being a good neighbor to the Charlotte region. The spirit of collaboration is a university hallmark, and that spirit extends beyond our campus.” After following the community engagement link, the rhetoric affirms UNC Charlotte’s commitment to the region: “As the region’s premier urban research university, we take seriously our economic, environmental, and cultural impact. Our alumni, faculty, staff, and students contribute to the betterment of the region and our world every day.”

Because of its prominent position on the website, this representation of community engagement is communicated to a wide audience: current and prospective students, faculty, the media, and the general public. There are numerous university web pages that echo this commitment to community engagement. For example, the Metropolitan Studies and Extended Academic Programs (a unit of Academic Affairs) webpage specifically mentions its community engagement mission: “to provide community-based research services to local, regional, and state-level clients. Off-campus partners include local governments, non-profit organizations, and community groups. The unit collaborates with research centers and departments across the university to identify graduate student and faculty resources that align with community engaged research requests. Services range from needs assessments and public policy guides to analytical modeling tools.” The Office of Volunteer Outreach (a unit of Student Affairs) describes its mission: “to actively promote the inclusion of community service in every facet of the university experience.” The Charlotte Research Institute's goal is “to enhance the technology infrastructure of the Charlotte region by facilitating the development of intellectual capital through global collaboration with industry, academia, and government to create a top-tier interdisciplinary technology research community.” Finally, the prestigious UNC Charlotte Levine Scholars program focuses on scholarship, ethical leadership, and civic engagement: “Scholars find campus and community partners eager to embrace their contributions and enhance their education through hands-on experiences.”

Links:

uncc.edu/landing/community

Metropolitan Studies: <http://mseap.uncc.edu/>

Office of Volunteer Outreach: <http://unccharlotte.orgsync.com/org/unccvolunteeroutreach>

Levine Scholars: <https://levinescholars.uncc.edu/>

CRI: <https://cri.uncc.edu/about-cri>

- 1b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists. (word limit: 500 words) (word count: 462 words)

Community engagement is specified as a very clear priority in UNC Charlotte’s mission statement, goals, and strategic planning. As approved by the UNC Board of Governors in 2009, the UNC Charlotte mission statement explicitly mentions community engagement: “*UNC Charlotte is North Carolina’s urban research university. It leverages its location in the state’s largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.*” The 2011-2016 Institutional Plan states that, in order to actualize this mission, the university will “create meaningful collaborations among university, business, and community leaders to address issues and opportunities of the region.” Community engagement is also explicitly referenced in University Goal #2: to “stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region.” Objectives for this goal have included strengthening partnerships with Charlotte-

Mecklenburg public high schools, establishing a new campus facility, the Partnership, Outreach, and Research to Accelerate Learning (PORTAL) dedicated to expanding university-industry partnerships, working with local resources to stimulate the innovation and entrepreneurial capacity of the region through the Ben Craig Incubator Center, and using the strategic location of the new Center City Building in Uptown to establish an academic presence and enhance community engagement for students and faculty in Charlotte's Central Business District.

The goals of the Division of Academic Affairs also explicitly reference community engagement. Goal #1 states that the Division will offer educational programs that are "responsive to the intellectual, cultural, and economic needs of the region." Goal #2 states the Division is committed to supporting research and scholarship that "leverage discovery for the public benefit." Goal #3 specifically mentions community engagement in graduating students "prepared for personal success and civic responsibility in the 21st century." Goal #5 addresses the needs of "... a diverse community of learners..." through non-credit (continuing education) programming. Finally, Goal #7 states that the Division of Academic Affairs should be engaged "in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations."

The Goals for Academic Affairs complement and strengthen the campus-wide culture and agenda for community engagement. Among these goals is "... to respond to regional needs and contribute to the economic future of the region through leadership in service, research, and education and through partnerships with public, private, and non-profit organizations". Individual college and academic unit plans reiterate this commitment.

Links:

UNC Charlotte Institutional Plan:

<http://administration.uncc.edu/sites/administration.uncc.edu/files/media/Institutional-Plan-2011-16-Revised-for-2013.pdf>

Goals: Division of Academic Affairs

<https://provost.uncc.edu/goals-plans/academic-affairs-goals>

2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification. (word limit: 187)

Since our last application, the intentionality of community engagement has increased across the divisions of the university, including Academic Affairs, Student Affairs, and University Advancement. In addition to explicitly referencing community engagement in the university's mission statement, institutional plan, university goals, and Academic Affairs goals (see section I.B.1a and I.B.1b), the UNC Charlotte has added several key positions and restructured major units and divisions that coordinate interaction and engagement with the community (see sections I.B.3. and I.C.1.). Likewise, physical buildings have recently been erected that symbolize the university's commitment to community partnerships and its position as the state's urban research institution (see sections I.B.3. and I.C.1.). For example, the UNC Charlotte Center City Building, strategically positioned in downtown Charlotte, is home to "...degree programs...and is the staging ground for intellectually engaging

community events.” The PORTAL building stands on the edge of campus where the city’s planned light rail system will soon operate. PORTAL is a premier workspace and innovation center for regional and global business pioneers. Of course, the staff that populate these structures are dedicated to building stronger bonds between the University and the community.

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement. (word limit: 500) (word count: 493)

There have been numerous structural changes and new leadership at UNC Charlotte relating to community engagement since classification. Significant changes will be highlighted throughout this application. One important change occurred in the Chancellor’s Cabinet, the executive leadership team for the university.

In 2011, Dr. Robert Wilhelm was named to the new position of Vice Chancellor for Research and Economic Development at UNC Charlotte. Before his appointment, Dr. Wilhelm served as the Executive Director of the Charlotte Research Institute (CRI), UNC Charlotte’s connector for business-university science and technology partnerships.

The Research and Economic Development Division promotes scholarly activity and nurtures research efforts that enhance the curriculum, extends and creates new knowledge, and serves the greater Charlotte region. Key components focused on business-university partnerships include CRI, Ventureprise, Inc. and the Partnership, Outreach and Research to Accelerate Learning (PORTAL) facility.

CRI is focused on university-industry partnerships with an emphasis on research and innovation, business growth, and job creation. It connects businesses, researchers, and governmental agencies with facilities and equipment to enhance intellectual capital, accelerate technology communication, cultivate the development of entrepreneurial and start-up ventures, create global educational and industry partnerships, and spur economic growth regionally and across North Carolina.

Started in 2012, Ventureprise, Inc., “The Catalyst for Entrepreneurial Innovation,” is a non-profit organization sponsored by UNC Charlotte. It serves as the university’s entrepreneurial resource and is fully integrated with the business engagement mission. It is a resource for faculty, researchers, and students seeking to commercialize innovations through new venture formation. Ventureprise is the gateway into the university for early-stage entrepreneurs seeking to leverage university resources. Ventureprise provides a full range of business advisory services and auxiliary support in a state-of-art facility.

Under development since 2011, PORTAL is a premier workspace and innovation center for regional and local entrepreneurs that opened in 2014. It is UNC Charlotte’s latest commitment in industry-university partnerships designed to spur business growth and job creation, promote research and innovation, and support the entrepreneurial ecosystem in the Charlotte region. The facility is outfitted with over 90,000 square feet of floor space dedicated to business innovation and development with access to the exceptional resources, facilities, and academic talent. Community and university partnerships and shared research in areas such as energy production, informatics and business analytics, information security, and

advanced manufacturing are targeted for PORTAL. Engineering and Science departments share space and resources in PORTAL with business and entrepreneurs. Dr. Wilhelm's office provides financial support for the PORTAL operations.

Working to engage the next generation of science, technology, engineering and mathematics students, the regional NC Science Festival, "Science and Tech Expo" has been hosted by the Research and Economic Development Division since its inception in 2011. Held in April, last year's Expo attracted over 3,000 pre-college students and their families for scientific demonstrations, lectures, and visits to working labs for one-on-one conversations with university and private sector engineers, scientists, and technologists.

C. Institutional Commitment

Infrastructure

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. (word limit: 500)
(Word Count: 490)

Since 2008, the Community Engagement institutional infrastructure has undergone broad systematic enhancements. The University Advancement Division was redesigned. In this process, UNC Charlotte Communications, Community Relations, and Events & Special Programs were restructured in order to better identify and meet the needs of the Charlotte region.

In June 2011, Chancellor Dubois created the Community Engagement Council (CEC). The CEC meets quarterly and includes representatives from all academic constituencies, including Academic Affairs, Student Affairs, staff organizations, and Business Affairs. The Council acts as a nexus for information sharing, partnership building, and planning new community partnerships.

The staffing and fiscal resources committed to the Community Relations Division have been enhanced and strategically repositioned under the leadership of Jeanette Sims, hired in 2012, as Community Relations Director. This group works to expand and strengthen community-university partnerships, including the coordination of key community service initiatives engaging faculty, staff, students, and alumni. Last year, for example, the team partnered with the student Habitat chapter and Alumni Affairs to build a home for a deserving Charlottean.

The Metropolitan Studies and Extended Academic Programs (MSEAP) unit in Academic Affairs has as its mission to provide community-based research services to local, regional, and state-level clients. MSEAP serves as a conduit, bringing together local governments, non-profit organizations, and community groups to work with campus partners. Last year, for example, 128 new community-based partnerships between UNC Charlotte and community organizations were initiated.

Representative of these collaborations is the Women + Girls Research Alliance. Started in 2006, the Alliance was a local non-profit committee that provided leadership on public policy issues affecting women and girls in the Charlotte region. In 2010, their leadership asked to join the university and was invited by Chancellor Dubois for a merger. Combining community-based leaders and organizations with university resources, the Alliance hosts a biennial Women's Summit Conference and regularly provides research reports and policy guides to the Charlotte region. The Alliance is a unique community-university partnership in North Carolina.

In August 2011, UNC Charlotte made a strong commitment to community engagement by opening the Center City Building (CCB) in downtown Charlotte. It is the first building constructed as part of a public-private plan to rejuvenate Uptown Charlotte. It hosts the university's Continuing Education unit, School of Architecture's Urban Design program, the Master of Public Administration, and the Belk School of Business' MBA. CCB is UNC Charlotte's portal for downtown residents and community groups, offering free or low cost use of classrooms and meeting space to the community. Since opening, 487 public events and 217 university events with public participation have been held in the building. CCB also serves as the headquarters for "Envision: Charlotte," a green collaboration between businesses and government to reduce energy consumption in Charlotte's urban core. The Envision program is provided with CCB facilities, as a part of UNC Charlotte's commitment to the urban sustainability partnership.

Funding

- 2a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (word limit: 500) (word count: 106)

For fiscal year 2012-13, UNC Charlotte's total internal budget from the State of North Carolina was \$315.1 million. From this budget, support for community engagement activities was \$42.3 million or 13.4 percent of UNC Charlotte's operating budget. These funds constitute recurring state-provided allocations. These monies are used for student support, faculty and staff salaries, program operation, and infrastructure capacity.

During the current recession, UNC Charlotte has absorbed almost \$50 million in General Fund budget reductions. The university remains committed to sustained community engagement. Accordingly, over the past five years, UNC Charlotte's budgetary expenditures to institutional engagement have increased by \$9.5 million.

- 2b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification (Word limit: 500) (word count: 175)

Also significant is the scope of university engagement activities supported by external funding. With external monies, UNC Charlotte is able to support local, state, and

internationally-based engagement activities. External funding is utilized by faculty, staff, and students for collaborations with public and private sector partners.

Data in the 2008 Carnegie Community Engagement application showed that UNC Charlotte received \$18.1 million in external funding for institutional community engagement activities. This constituted approximately six percent of the overall external support to the university. Since 2008, UNC Charlotte has received 1,293 grants and contracts, totaling \$118,045,187 in external funding for institutional community engagement programming and activities. These data were compiled by the university's Office of Research Services and Outreach.

Clearly, the level of external funding deployed for institutional community engagement has been significantly enhanced. These data show that increased financial support has grown by nearly \$100 million or 555 percent. Proportionally, 76 percent of UNC Charlotte's external budgetary allocations since the last classification have some aspect of community benefit or engagement.

- 2c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500) (Word Count: 485)

UNC Charlotte and the UNC Charlotte Foundation's commitment to funding community engagement initiatives have continued to deepen in the last few years. The focus is on funding projects that accelerate learning while bringing value to the community. During the last two years, a few high-impact community engagement projects stand out:

Violins of Hope: This week-long series of exhibitions, performances, film screenings and educational programs, many free and open to the public, centered around 18 carefully restored violins with histories tied to the Holocaust. These violins had never before been exhibited or played together in North or South America. With the support of the Charlotte community and key partners in the arts and education, UNC Charlotte's College of Arts + Architecture (CoA+A) developed a project that served to inspire and educate. As an example, CoA+A worked with community- and faith-based organizations and schools to coordinate tours and panel discussions. In partnership with Charlotte Teachers' Institute, they created a special curriculum for Charlotte-Mecklenburg Schools' 9th grade teachers to adopt where appropriate. One of the most impactful programs was a Holocaust survivor reunion and tour. This 2012 program, made possible through generous donations and an investment of other UNC Charlotte resources, is still recognized as a valued gift to the community.

Community Health Leaders: This fund was first established in 2012-2013 to support a College of Health & Human Services (CHHS) faculty and graduate assistant dyad. The first award was made in 2013-2014 for a partnership with The Women's Commission, a Mecklenburg County agency focused on employment, training, domestic violence services and advocacy. In this project, hands-on program development and training is being provided to support the Women's Commission staff and leadership. The training is based on the results of the faculty member's pro-bono needs assessment regarding the Women's Commission Adult Domestic Violence Program. The survey assessed domestic violence and aspects of

reproductive healthcare, employment related needs, custody issues, and safety. The dyad will work with the organization to develop new protocols and training so staff members are empowered with enhanced awareness, knowledge, and skills to appropriately screen and respond to often unattended traumatic issues associated with domestic violence.

Dean V. Colvard Distinguished Professorship: This unique professorship in the College of Health & Human Services (CHHS) is partially supported by a gift from a key donor. This newly created position will provide leadership to interdisciplinary, community-based research and outreach initiatives that will be fueled by vertical teams comprised of CHHS faculty and members of other UNC Charlotte departments as well as graduate and undergraduate students. The position will concentrate on the development of full partnerships with community health and human services agencies as well as municipal and state government entities. A primary objective is to move the dial on urban and poverty-related health disparities, including access to quality health care and to health promotion programs.

- 2d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)
(Word Count: 492)

UNC Charlotte is a relatively young, urban public university. Consequently, we lack an extensive endowment. Financial resources from affiliated fundraising foundations are limited to the UNC Charlotte Foundation and the UNC Charlotte Athletic Foundation. In 2008, the Foundations' had endowments totaling approximately \$96.8 million. In that year, foundation support to UNC Charlotte was nearly \$9.2 million. Five years later, following the impacts of the Great Recession, the UNC Charlotte Foundation endowments have shrunk to nearly \$94.3 million, but support to the campus increased to \$17.3 million. A majority of the Foundation funding was student scholarship support. Over the past five years, 54.3 percent has been turned over to student scholarships. The next largest recipient was faculty and programmatic development, 36.8 percent. The UNC Charlotte Director of Treasury Services could not identify any direct community engagement program funding from these sources. However, student scholarships clearly serve UNC Charlotte's educational mission to our community.

The only other non-state or non-external budgetary resource is a discretionary fund available to the Chancellor, supported by facility & administrative (F&A) charges on sponsored research grants. Since 2008, Chancellor Dubois has made significant contributions to community engagement activities and infrastructure from these one-time funds.

In 2011, for example, the Chancellor provided over \$10,000 from his one-time funds to the Food Recycling Program. For over 20 years, students in the University Honors Program have collected unserved food every day from the university's cafeterias and delivered it in a university provided van to the Center for Hope Women's Shelter. The funds were used to install a refrigeration unit required by updated health rules.

In 2012, Charlotte hosted the Democratic National Convention. This created a once-in-a-lifetime opportunity for unique community engagement. With leadership from Constituent Relations and Academic Affairs, the 49er Democracy Experience was created. Using F&A

sourced funds of \$80,000 from the Chancellor, the university partnered with other higher education institutions, businesses, and civic leaders to build a public education collaborative. The 49er Democracy Experience brought together UNC Charlotte faculty, civic-minded students, and community partners to develop educational programming that would enhance the public's understanding of and participation in our nation's democratic process. One long-term outcome - UNC Charlotte continues to provide scholarships for students to participate in The Washington Center's internship program.

The single most significant commitment took place in 2011 when the Chancellor pledged existing and future discretionary funds to build and operate the Partnership, Outreach, and Research to Accelerate Learning (PORTAL) facility. A \$36 million building with over 90,000 square feet of laboratories, office space, and meeting facilities, PORTAL is designed to spur industry-university partnerships, promote job creation, and support entrepreneurship in the Charlotte region. Ventureprise, a business incubator and accelerator program, is located in the facility. Building tenants are encouraged to partner with UNC Charlotte faculty and students in new business growth. Chancellor Dubois has committed to provide \$51 million to supporting PORTAL for 30 years.

Documentation and Assessment

3. Provide narratives addressing the following:
 - a. How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? (Word limit: 500)
(Word Count: 448)

Because community engagement is widely distributed across the university, campus-wide tracking or documentation occurs in partnerships and collaborations between divisions and colleges.

Within the Division of Student Affairs, the Office of Volunteer Outreach seeks to actively promote the inclusion of community service in every facet of the students' university experience. In 2010, the Office of Volunteer Outreach purchased software called OrgSync. OrgSync is an online community that facilitates engagement by connecting students to local agencies in the Charlotte region. Additionally, OrgSync allows students to learn about upcoming events, RSVP for events, record and track community engagement. After each community engagement project, an entry is made by each student volunteer. If a student participates in a community engagement project not authorized by a student organization or by a campus administrator, a site coordinator from an agency in which they served must verify their hours via the OrgSync email notification.

In Spring 2013, the Office of Student Activities purchased this software for their 375 student organizations. Students were trained on this software and officially started tracking their community engagement hours in Fall 2013. By tracking their community engagement, students have an up-to-date record of all approved hours. Moreover, students who track their hours are able to see the breadth and depth of their service and be competitive for fellowships, scholarships, and graduate school applications. The aggregate of all student community engagement is compiled into a series of reports.

The Office of Community Relations focuses on community service by the university's faculty and staff. In the last two years, this group has worked to develop a culture of service ("Giving Green in the Community"). To support this initiative, Community Relations develops, recruits, coordinates, and tracks signature community service projects for the university. As an example, during the 2012-2013 academic year, 268 faculty and staff participated in a variety of Giving Green-related projects supporting nine community-based organizations. In addition, the Office of Community Relations provides direction and guidance to departments and divisions across the university to identify community service initiatives to serve unique groups or purposes.

The university's commitment to community service is also reinforced in every New Employee Orientation, which touches more than 350 new employees every year. Because of these efforts focused on community service, the university has seen a 14 percent increase in the last two years in the average number of community service leave hours employees have taken. However, this only captures those hours employees log during their work day. Community Relations is currently assessing the implementation of a tool such as OrgSync to capture all faculty and staff community service hours performed during both work and personal time.

- b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. (Word limit: 500) (Word Count: 390)

UNC Charlotte uses a variety of tools to gauge impact of institutional engagement. In 2012, the Provost provided funding for Sienna College Research Institute (SRI) to administer the National Assessment of Service and Community Engagement (NASCE) survey to UNC Charlotte undergraduate students. The NASCE survey provides institutions with a snapshot of their community engagement and ascertains students' community engagement and service prior to and while pursuing their college education. Specifically, the NASCE survey illustrated UNC Charlotte student involvement as it relates to youth, religion, economics, hunger, homelessness, health, environment, elder care, and civic participation.

After confirmed participation in the NASCE survey, UNC Charlotte completed an individuation process. This process was used by SRI to create a customized NASCE web module. UNC Charlotte then provided SRI with a complete list of current undergraduate student email addresses. Over twelve days, three successive email invitations (Monday, Thursday, and Monday) were sent from SRI to each student, with a link to a web-based survey.

A second mechanism used for systematic campus-wide assessment and measurement was the National Survey of Student Engagement (NSSE). Through its student survey, NSSE annually collects information about UNC Charlotte student participation in programs and activities geared towards their learning and personal development. Although this survey broadly assesses students' overall collegiate experience, questions are asked to assess and measure community engagement. UNC Charlotte administers this web-based survey to all second semester first-year students and seniors who are likely to graduate in May or August. Being a national instrument and subject to a national Institutional Review Board, this survey is distributed five times each school year.

UNC Charlotte participated in a UNC System-wide initiative to develop and test a common set of metrics to assess and measure the impact of institutional engagement in 2013. The metrics tracked everything from graduates serving the community in teaching and health professions to the number of service learning courses and credits. In addition, the process captured a sample of high impact community engagement initiatives, including the number of faculty and students involved and the number of community members served. The Director of Community Relations participated in a debriefing to determine the effectiveness of the various metrics and a process was finalized. Results of academic year 2013-2014 will be gathered and submitted in mid-summer 2014.

- c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement. (Word limit: 500) (Word Count: 317)

Results from the National Assessment of Service and Community Engagement (NASCE) indicated that 83 percent of students agree that UNC Charlotte promotes services and does a good job at informing the student body of opportunities. Forty percent of students surveyed indicated they participate in community service here at UNC Charlotte. Additionally, 54 percent of students perform between 6-20 hours of community service per month.

Information provided by the National Survey of Student Engagement (NSSE) indicates positive growth. In 2007, 31 percent of students indicated they had performed some sort of community service or volunteer work during their first year at UNC Charlotte. In 2012, that number jumped to 37 percent. For our graduating seniors, in 2007, 51 percent had performed community service or volunteer work. In 2012, that number had increased to 56 percent. In general, community engagement remains an integral part of the UNC Charlotte culture.

As discussed in Section C.3.b., the UNC administration launched a system-wide assessment of community engagement at each campus. A pre-implementation pilot of the engagement metrics was completed in Spring 2013. Going forward, UNC Charlotte will have annual longitudinal information, from which future progress can be measured. In addition, the pilot reinforced the need for consistent, easy-to-use processes for collecting information from the various parts of the university. As a result, Community Relations is researching the availability of technology tools to simplify the collection of these data.

UNC Charlotte is also taking advantage of a developmental opportunity presented by the North Carolina Campus Compact. Through a partnership with Dr. Barbara Holland, a national expert in assessing service learning and civic engagement, a limited number of North Carolina Campus Compact schools are participating in building a strategy to monitor and measure campus-community engagement work that will go beyond the UNC system metrics. We are pleased to participate and enhance campus-wide assessment and measurement.

Impact on students

- d. Describe one key finding from current data and indicate how you arrived at this finding. (Word limit: 500) (Word Count: 261)

Since 2008, the technology used to measure student engagement at UNC Charlotte has become far more sophisticated and analytical. With the purchase of OrgSync, many offices

in the Division of Student Affairs have an online platform to improve communication, information sharing, collaboration, and reporting. The software has also improved assessment and measurement of our community engagement initiatives.

The current findings indicate that the culture of student engagement has grown exponentially at UNC Charlotte. Data in the 2008 Carnegie Community Engagement Classification application mentioned that UNC Charlotte students contributed 23,500 hours of community engagement in the Charlotte region. In 2012-2013, UNC Charlotte students contributed 69,592 hours of community engagement. This is an increase of 46,092 hours or 196 percent in the scale of student engagement. These data are collected on a regular basis by the Office of Volunteer Outreach.

Because of students' commitment to community engagement, UNC Charlotte has been awarded the President's Higher Education Community Service Honor Roll every year since 2008. This distinction is one of the highest federal recognitions an institution can receive for service learning and civic engagement. The President's Higher Education Community Service Honor Roll, launched in 2006, annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measurable outcomes in the communities they serve. Honorees are chosen based on a series of selection factors, including the scope, innovation of service project, and measurable community outcomes that addresses education, health, economic opportunity, the environment or other human needs.

Impact on faculty

- e. Describe one key finding from current data and indicate how you arrived at this finding. (Word limit: 500) (Word Count:500 words)

A recent restructuring of annual reports require departments to report activity in a way that aligns with the Academic Affairs goals (see I.B.1b). The community engagement activities of faculty (especially as associated with Academic Affairs Goals 1, 2, 3, and 7) are outlined in these annual reports. An increasing number of faculty are using community engagement activities to achieve student learning outcomes. Departmental student learning outcomes are also reported to the Office of Academic Affairs annually. As reported in Section II.A.5., the number of service-learning and experiential learning courses has increased dramatically. These numbers are collected on a regular basis by the Office of Institutional Research and the University Career Center. Also, since 2008, part-time faculty have been more intentionally invited to and actively involved in UNC Charlotte Campus Compact, a group dedicated to community engagement pedagogy. Many part-time instructors use community engaged pedagogies. The College of Education developed a new course taught by a part-time instructor who is an expert in service-learning pedagogy. Bringing in a community practitioner as a part-time instructor is another approach to building close ties between the university and the community. This has led to increased recognition of and support for community-engaged teaching and research practices.

Since 2008, UNC Charlotte faculty and staff have earned numerous prestigious institutional, local, and state awards for community engagement and public service. In 2009, Susan Harden received the North Carolina Campus Compact Civic Engagement Professional of the Year Award. Harden, coordinator for UNC Charlotte's Crossroads Charlotte initiative, a broad-

based community effort uniting governmental, corporate, nonprofit, faith-based and educational institutions to address the challenges of race, class and privilege in Charlotte. Harden introduced new community engagement courses, involving more than 600 students and resulting in almost 2,000 community service hours. In 2011, Harold Reiter (Mathematics) received the Award for Excellence in Public Service from the Board of Governors of the 17-campus University of North Carolina. Reiter has helped create math clubs and competitions for every age group, and has conducted countless workshops for mathematics competition coaches and K-12 mathematics teachers. Kimberly Buch (Psychology) received the 2013 Bank of America Award for Teaching Excellence, UNC Charlotte's highest teaching honor. Well-known for engaging students in community issues and partnerships, Buch is the faculty advisor for a student-led organization that provides temporary housing for the homeless. Ryan Kilmer (Psychology) is the 2014 recipient of the Harshini de Silva Graduate Mentor Award for his work with the Community Psychology Research Lab, where he collaborates with colleagues, graduate students, and community partners on grant-funded projects to improve the well-being of children and families, as well as youth and adolescents transitioning into adulthood, in the greater Charlotte region. James Cook (Psychology) is the first recipient of the Provost's Faculty Award for Community Engagement. Cook actively engages in community-based participatory research with local community groups and provides hands-on community training for students. Cook's work has also been recognized through the UNC Board of Governors Award for Excellence in Public Service.

Impact on community

- f. Describe one key finding from current data and indicate how you arrived at this finding. (Word limit: 500) (Word Count:447)

Every year, since 1980, the UNC Charlotte Urban Institute has administered an omnibus Charlotte-Mecklenburg Annual Survey. It is the only longitudinal public opinion survey in the region. In general, the survey clients are local governments and non-profit agencies, providing an affordable assessment of community attitudes about issues important to their work. Individual agencies sponsor a limited number of questions on the survey. By sharing the cost of survey research, agencies and organizations can obtain high quality, scientific information on attitudes, preferences, and interests that would otherwise require each sponsor to field an individual survey. In recent years, the annual survey adopted a sample size of 400, with a 95 percent confidence interval.

Since 2011, the Annual Survey has built a longitudinal database around the community value rating of UNC Charlotte. Using a five-part likert scale, Charlotte and Mecklenburg County residents are asked how they would rate UNC Charlotte's value to the Charlotte community. See below.

The community survey findings demonstrate a growing trend of overwhelming public value for the campus, starting with 57.1 percent ranking the university as "Excellent" or "Above

Average” in 2011 to 70.4 percent, including over 50 percent ranking it as “Excellent,” in 2013. During this period, “Below Average” or “Poor” scores were less than four percent.

Annual Survey Question:

How would you rate UNC Charlotte’s value to the Charlotte community? Would you rate its value in the local community as...?

	2011	2012	2013
Excellent	30.3%	33.3%	50.1%
Above Average	26.8%	31.6%	20.3%
Average	27.5%	18.5%	19.0%
Below Average	2.5%	2.3%	1.2%
Poor	1.2%	1.0%	1.8%
Don’t know/Refused to answer	11.7%	13.3%	7.5%
	100%	100%	100%

A second line of inquiry is focused upon the reasons for UNC Charlotte’s value. See below. Specifically, when asked why UNC Charlotte was most valuable to the community, respondents were strongly focused on broadly educating the community, including “educates the population,” workforce development, and continuing education. Noteworthy, sports programs and cultural programs were far less recognized as valuable. There were no significant deviations from these university importance values between 2011-2013.

Annual Survey Question:

What is the most important value UNC Charlotte offers the community? Is it...?

	2011	2012	2013
Production of a qualified pool of graduates to hire	21.3%	17.6%	17.7%
Cultural programs (music, theatre, art, etc.)	4.5%	4.3%	3.8%
Intercollegiate athletic events (e.g., basketball)	2.0%	2.0%	1.9%
Major employer in the region	6.0%	2.3%	4.8%
Research resources on issues affecting region/local businesses	5.0%	3.8%	4.5%
Continuing education/training of workforce	14.4%	18.5%	20.0%
Educates the population	32.3%	30.6%	32.1%
Other	4.7%	2.2%	4.9%
Don’t know/Refused to answer	9.9%	15.9%	10.3%
	100%	100%	100%

Impact on institution

- g. Describe one key finding from current data and indicate how you arrived at this finding. (Word limit: 500) (word count: 395)

In the intervening period since UNC Charlotte's designation to the community engagement classification, the campus has taken strategic actions to enhance and expand community-university collaboration in all areas of campus life. Our new mission statement: "... North Carolina's urban research university..." embodies our commitment to serve the needs of our region and state through "... partnerships with public, private, and non-profit organizations."

The greatest challenge over the past five years has been adequate funding. The university has grown by 8.8 percent, from 23,300 students in 2008 to approximately 26,571 in 2013. This absolute increase in students represented 48 percent of all the students added to the entire 17-campus UNC system since 2008. We have added two new undergraduate, 7 new masters, and 3 new doctoral programs. The larger number of graduate programs is the most expensive category of instruction. During the Great Recession, the UNC system campuses have endured salary freezes and budget cuts. As noted earlier, UNC Charlotte has taken nearly \$50 million in cuts to our operating budget during this time.

Over the course of a difficult budget conundrum, our university has remained committed to expanding our community engagement institutional identity and culture. The university leadership has directed scarcer resources to community engagement activities and infrastructure. Consider, since 2008, a period when state funding has dropped, the budget for community engagement has increased \$9.5 million. In 2012-2013, 13.4 percent of UNC Charlotte's state budget was used for university-community partnerships.

Further, enhanced faculty commitment to engaged scholarship is reflected in the external funding data. Over the past five years, 1,293 grants and contracts to UNC Charlotte were awarded for community engagement activities. These funds totaled over \$118 million or roughly six percent of all the university monies. Most importantly, since 2008, these grants and contracts have grown \$100 million or 555 percent.

The last five years have been the most challenging period in our 68-year history as a UNC campus. We are serving more students with less funding. We are growing without monies for new facilities. But, UNC Charlotte has recommitted to serving our community in new and innovative ways that are built upon collaboration, reciprocity, and connecting the university with the neighborhoods, businesses and factories, arts and cultural venues, and public services. The community engagement paradigm is UNC Charlotte's present and future.

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500) (word count: 500)

Since 2008, our professional development initiatives have focused more specifically on community engagement and have focused on a broader segment of the campus community. The university offers Scholarship of Teaching and Learning (SoTL) grants and

Chancellor's Diversity Challenge Fund grants for faculty that can be used to design and implement community engagement programs and courses, the depth and breadth of professional development options for faculty, staff, and administrators has become more intentionally focused on community engagement.

Service Learning Showcase

In Fall 2011, an interdisciplinary group of UNC Charlotte faculty organized the first annual service-learning showcase on campus. The three-hour event began with a panel of faculty from the Colleges of Liberal Arts & Sciences, Health and Human Services, Education, and Computing and Informatics discussing their various approaches to and experiences with service-learning. Audience members asked questions about applying for the service-learning course designation, solicited advice on how to overcome service-learning challenges, and exchanged best practices on how to develop strong community partnerships. An interactive poster session followed the panel; faculty, students, and campus groups shared information regarding their specific service-learning projects on campus. Another showcase is scheduled for Spring 2014.

Center for Teaching and Learning

The UNC Charlotte Center for Teaching and Learning (CTL) provides pedagogical assistance for faculty. Faculty seeking counsel on creating a service-learning course can utilize the CTL. The CTL also offers an online service-learning resource library. The university's increased support for and attention to service-learning courses and course designation (see section II.A.1.a) paved the way for a faculty member specializing in service-learning to serve as a CTL fellow, beginning in 2013. In this position, the faculty fellow has been giving workshops and consulting on how to incorporate service-learning into individual courses.

Campus Compact

Each year, a team from UNC Charlotte attend the Civic Engagement Institute and PACE (Pathways to Achieving Civic Engagement) conferences sponsored by North Carolina Campus Compact. Travel funding is fully supported. The goals of both conferences include involving university and community members in discussions of best practices and theories related to community engagement, soliciting institutional support, identifying and negotiating challenges and barriers, and highlighting research and practice on related topics. The Campus Compact group on campus is comprised of faculty and staff from a wide variety of departments and offices. The group meets once a month to develop strategies that deepen community engaged practices among faculty, students, and staff.

Community-Based Leadership Training

UNC Charlotte has historically participated in community-based leadership development opportunities. In the past two years, the Chancellor's Cabinet has undergone a structured selection process to identify university leaders and emerging leaders to participate in seven different community-based leadership training programs. For example, Community Building Initiative organizes an annual program called Leaders Under 40 that engages influential emerging community leaders who want to explore the building of connections across differences, learn more about important local issues, and have opportunities to connect with established leaders in Charlotte-Mecklenburg.

Faculty Roles and Rewards

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement? Describe (Word limit: 500) (Word Count: 500)

The university's Mission Statement and the Provost's Goals of Academic Affairs identify community engagement, especially in the Charlotte region, as an important project for UNC Charlotte. Hiring priorities are established within the departments and colleges, based upon the existing needs of the unit and new initiatives, and are then communicated to Academic Affairs. Therefore, the institution does not have specific policies to encourage the hiring of faculty with expertise in community engagement. However, individual colleges are increasingly demonstrating stronger interest in recruiting community engaged faculty.

In particular, the College of Health and Human Services created a position entitled "Distinguished Professorship for Community Engagement," in which candidates were chosen based on their demonstrated community engaged research, funding, partnerships, and scholarship endeavors.

The College of Liberal Arts and Sciences (CLAS) Vision Statement states: "CLAS faculty are intellectual leaders who are passionate about their teaching and scholarship, and who model ethical and engaged citizenship (broadly construed) for their students. The College community aspires to be proactive in its engagement with local, national, and global communities: it will observe the environment, identify underlying issues, and transform the world through creative and innovative solutions." The importance of community engagement is outlined in the CLAS vision statement and strategic plan, and is reflected in advertisements for faculty positions within the College. For example, the Chair of Anthropology should "be able to perpetuate the university's outreach mission;" a distinguished professor of American Politics should have "the ability to work with colleagues from ... the community;" and the director of the Writing Resources Center should be able to do outreach in the community.

Because the very nature of engineering as a profession requires that faculty be involved in the community, the College of Engineering does not have specific policies or practices in place to promote the hiring of faculty with expertise in community engagement. However, engineering faculty are encouraged to become active in community projects and to serve on community boards and participate in community planning and development where their expertise is adjunct to the teaching and research mission of the College. The College also promotes the participation of faculty in student organizations that are involved in the community and in the developing world.

The College of Education's search and recruitment processes are closely tied with the mission of the College as it is articulated in all search materials: "The mission of the College of Education at UNC Charlotte is to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research, and community engagement that lead to improved practice and by working in partnership with schools, communities, and university colleagues. Positions posted in Fall 2013 specifically require that applicants demonstrate "...commitment to improving urban education research, community engagement, and practice, and demonstrate ability to build relationships in urban communities."

6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community engaged approaches and methods? (Word limit: 500) (Word Count: 274)

Reviews for reappointment, promotion, and/or conferral of permanent tenure involve a peer review process conducted according to Section 6 of University Policy 102.13, Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte (Tenure Document), the college and departmental policies, procedures, and criteria that implement them, and the university's Affirmative Action Plan. Each faculty member receives copies of the tenure document, college criteria and procedures, and departmental criteria and procedures at the time of initial appointment, and updates and revisions to them as they are made. The Provost establishes a schedule for receiving and acting on recommendations resulting from the department and college peer review processes.

In 2012, following a proposal from the Provost, the UNC Charlotte Faculty Council moved to revise the university's tenure and promotion guidelines in the current Academic Personnel Procedures Handbook to reflect UNC Charlotte's commitment to community engaged scholarship, teaching, and public service. This new language now allows community-based research conducted with local partners to qualify as scholarship for tenure and promotion purposes at the institutional level. This philosophical shift brings community-engaged practices solely out of the realm of service, and allows the university to better recognize these invaluable community partnerships. The document drafted by the Faculty Employment Status Committee and presented to the Faculty Council highlighted UNC Charlotte's history of noteworthy public outreach and sought to clarify what community engagement means. The handbook now explicitly defines community engagement as "research/creative activities, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocity in partnerships and public purposes."

LINK:<https://provost.uncc.edu/academic-budget-personnel/handbook/c-review-reappointment-promotion-and-conferral-permanent-tenure>

7. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500) (Word Count: 44)

The faculty handbook (see question I.C.6. for context) now explicitly defines community engagement as "research/creative activities, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocity in partnerships and public purposes."

8. Are there **institutional level policies** for promotion (and tenure at tenure granting campuses) that specifically reward faculty scholarly work that uses community-engaged

approaches and methods? If needed, use this space to describe the context for policies rewarding community engaged scholarly work. (Word Count: 471)

Reviews for reappointment, promotion, and/or conferral of permanent tenure involve a peer review process conducted according to Section 6 of University Policy 102.13, the UNC Charlotte Tenure Document. As mentioned previously, the faculty handbook now explicitly defines community engagement as “research/creative activities, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocity in partnerships and public purposes.” Because the RPT process begins at the departmental level, the university’s community engagement policies are interpreted and prioritized at the department and college levels. For example, the College of Education’s RPT document has been changed to reflect the terms service/ outreach/ engagement. The section entitled “Broad Expectations of All Faculty in the College of Education,” one of the six expectations states that faculty must: “Recognize the interconnectedness of the professional domains of teaching, research and service/outreach/engagement by demonstrating a thematically integrated professional focus across these domains of scholarship as appropriate to the faculty member’s job description.” The document also outlines specific standards for reappointment as an assistant professor, tenure and promotion to associate professor, and promotion to full professor. In all of these cases, one criteria in the area of Service/Outreach/Engagement is “applying knowledge in one’s field through engaged scholarship and outreach to communities and practitioners, engagement with the profession, and service to the institution” in which the candidate can demonstrate “a record of involvement with practitioners in one’s field, and that he or she “makes contributions to practitioners and communities that draw upon one’s professional expertise.” At the time of review for promotion to Full Professor, the faculty member is expected to demonstrate sustained and impactful service in three arenas for service/outreach/engagement, with evidence of leadership in at least one of the three arenas for service/outreach/engagement. One of these areas includes “Outreach to communities and practitioners,” which contains the following four categories: “demonstrates leadership in addressing important societal needs of children, youth, families, schools, and/or communities; demonstrates leadership in addressing the needs of practitioners; secures funding for projects to provide services to practitioners and communities; presents a record of community engagement which is recognized for its quality and impact.” In the College of Engineering, the departments evaluate faculty scholarship involving community engagement as part of the normal process for the evaluation of scholarship and teaching. Each discipline has a different perspective on the weight that is placed on community engagement in this process. The College follows the recommendation of the departments in conducting the evaluation of faculty based on the department’s emphasis on community engagement in their evaluation processes. Section G.2.2 of the College of Computing and Informatics RPT document makes a specific reference to community engagement. Section G.2.3 makes indirect references (e.g., IP for commercialization, leadership that advances strategic goals - goals that include community engagement).

- 9a. Is community engagement rewarded as one form of **teaching and learning**? Please describe and provide text from faculty handbook. (Word limit: 500) (Word Count: 162)
As mentioned in section II.A.2, the number of service-learning and experiential courses has increased since 2008. Faculty interest in and institutional support for these pedagogies has

increased dramatically in recent years. The following broad statements on teaching and learning are taken from the faculty handbook:

“Effective teaching is the primary mission of the university and, therefore, is an essential criterion for appointment or advancement. Clear documentation of effectiveness in this area is required for approval of any recommendation for reappointment, promotion, or conferral of permanent tenure.”

“Effective teaching encompasses a broad range of activities in addition to performance in the classroom, and the weighting of each may differ from case to case. The total performance of the candidate in this area must be evaluated according to established department and college criteria and standards, taking into consideration the types and levels of instructional activities assigned to and expected of the candidate.”

- 9b. Is community engagement rewarded as one form of **scholarship**? Please describe and provide text from faculty handbook. (Word limit: 500) (Word Count: 166)

The faculty handbook broadly describes scholarship as the following:

“The university’s mission in the discovery, dissemination, synthesis, and application of knowledge requires that all members of the faculty are productively engaged in research, scholarship, creative, and other professional activities appropriate to their discipline or profession. Clear documentation for productivity in this area is required for approval of any recommendation for reappointment, promotion, or conferral of permanent tenure.”

“Engagement in research, scholarship, creative, and other professional activities takes many different forms depending upon the disciplinary or professional affiliation of the faculty member. Likewise, evidence of the productivity of this engagement varies widely from refereed publications to artistic productions to original designs to unique applications of existing knowledge to solve a problem. It is the responsibility of the department to ensure that the candidate and review participants at all levels understand what constitutes appropriate evidence and documentation of productive engagement within the discipline or profession, and the quality and significance of the work.”

- 9c. Is community engagement rewarded as one form of **service**? Please describe and provide text from faculty handbook. (Word limit: 500) (Word Count: 300)

Community engagement is explicitly written into the faculty handbook under service:

“As a public university, the mission of UNC Charlotte is to provide for the educational, economic, social, and cultural advancement of the people of North Carolina. To fulfill this mission requires participation of members of the faculty in service activities that are distinct from but related to their roles as teachers and scholars. Contributions in these areas should be carefully documented, evaluated, and considered as positive factors in the reappointment, promotion, and tenure review process.”

“Such service includes participation in the administration and governance of the university and activities that involve the professional expertise of members of the faculty in the community or region outside the university. It also may include contributions of faculty

members to their discipline or profession through service to professional societies and associations.”

Evaluation of the candidate’s performance in this area should consider at least the following:

- i. Contributions to the Administration and Governance of the university.
 - ii. Public Service: consideration should be given to activities external to the university that are based on the professional expertise of the candidate and related to the public service objectives of the institution. Such activities might include service on boards, committees, and task forces and through consulting arrangements. Delivery of continuing education workshops and non-credit courses might be included here or in the teaching area depending upon guidelines established by the candidate’s department and college. It is the responsibility of the candidate to provide accurate information about the nature and extent of these services; it is the responsibility of the department to obtain an assessment of their significance and effectiveness.
 - iii. Service to the Profession.
10. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
Yes, there are college-level policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods. These are outlined below. There are also a number of colleges that reward community-engaged approaches and methods even though this policy is not explicitly mentioned in college-level reappointment, promotion, and tenure documents.

Which colleges/school and/or departments? List Colleges or Departments.

- i. College of Health and Human Services
- ii. College of Engineering
- iii. College of Computing and Informatics
- iv. College of Liberal Arts and Sciences
- v. College of Education

What percent of total colleges/school and/or departments at the institution is represented by the list above?

Sixty-nine percent of UNC Charlotte’s full-time faculty are members of these Colleges.

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (Word limit: 500) (Word Count: 345)

Most disciplinary research represented in the College of Health and Human Services comprises community engagement in research to some degree. Since our university is not affiliated with a medical school, UNC Charlotte’s nursing, public health, kinesiology and social work faculty seek community partners in their research endeavors, as well as providing educational workshops to interested communities. Thus, the *practice* in the college is to

review the involvement of a Reappointment, Promotion, and Tenure (RPT) faculty applicant with the community, as well as to assess scholarship with respect to community involvement.

Section G.2.2 of the College of Computing and Informatics RPT document, entitled “Promotion to the rank of Associate Professor and/or Grant of Tenure,” makes a specific reference to community engagement. Section G.2.3 makes indirect references (e.g., IP for commercialization, leadership that advances strategic goals - goals that include community engagement).

During 2012-13, Dean of the College of Liberal Arts and Sciences appointed a task force specifically to revise RPT Policies to explicitly acknowledge, support, and reward “community engaged scholarship.” The task force created a new document on recognizing community engaged scholarship in the annual review process of faculty. The following excerpts are from that document:

“In 2012, UNC Charlotte’s Faculty Council adopted language in the Academic Personnel Procedures Handbook (Section VI.C: Areas of Performance to be Reviewed) to “integrate community-engaged scholarship within the institution as an optional component to the criteria used in reappointment, promotion, and tenure decisions.” This is consistent with the university’s recognition as an Engaged University by the Carnegie Foundation for the Advancement of Teaching.

Community Engaged Scholarship is scholarship that connects the faculty member with the community, whether local, national, or international, in an integrative approach to research. This type of scholarship should include the pursuit and creation of new knowledge within the context of solving community issues and needs....The intent is not to replace other forms of scholarship but rather to expand the way scholarship is viewed within the college.”

11. Is there professional development for faculty and administrators who review candidates’ dossiers? (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development. (Word limit: 500) (Word Count: 443)

Professional development is provided by individual colleges. In light of the recent adoption of university-wide criteria for engaged scholarship, professional development is in progress.

The Dean’s Office in the College of Education has a multi-layer professional development system to prepare Reappointment, Promotion, and Tenure (RPT) candidates and evaluators to assess community engagement submissions. The principal goal is to have clear-cut standards for community engagement practice and research and ensure that all faculty are aware of the need to have a scholarly agenda around engagement. Each year, the Associate Dean in the College of Education hosts a workshop for each level of faculty moving through the RPT process to discuss the process, review the criteria, and talk about the themes that guide their work. Separately, the Departmental RPT Committees in the College meet with the Dean to review their responsibilities and roles.

In the College of Liberal Arts and Sciences (CLAS), during 2012-2013, the Dean appointed a Faculty Task Force to specifically revise the College RPT policies to explicitly acknowledge, support, and reward “community engaged scholarship.” In addition to this change, the Task Force produced CLAS guidelines for preparing promotion and tenure files documenting engaged scholarship as the focused criterion for promotion and tenure. Finally, the Task Force created a new document, for departments, on recognizing community engaged scholarship in the annual review process of faculty.

For the past two years, the College of Computing and Informatics has implemented major revisions in their RPT policy, emphasizing interdisciplinary collaboration and partnerships with business and industry in research and teaching. The dissemination of these changes is carried out in annual faculty development forums designed to build understanding and consensus on the principles in the restructured review process. All forums are open to the entire faculty, as well as college leadership. Pre-tenured faculty members, RPT Committee members, and Chairs are especially encouraged to participate.

The Dean of the College of Health and Human Services meets annually with and instructs all faculty and administrators involved in the RPT process. She has extensive training in assessing the impact and value of engagement activities through her 26 years of faculty and leadership experience in Cooperative Extension with the U.S. Department of Agriculture.

The College of Engineering holds all faculty candidates for RPT actions to meet criteria of involvement in the broader engineering community, whether in local, national, or international settings. The Dean’s Office points to the Accreditation Board for Engineering and Technology (ABET) accrediting criteria.

At this time, the Belk College of Business and the College of Arts and Architecture have not developed professional development programs.

12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods? NA

Student Roles and Recognition

13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.?) Provide relevant links. (Word limit: 500) (Word Count: 492)

Getting involved in community is an essential tenet of being a UNC Charlotte student. Community service comes in many forms, including tutoring children, building homes in low-income areas, socializing animals at an animal shelter, contributing to operations of volunteer departments, and helping with civic improvement. Through various

departments and offices, UNC Charlotte students serve in community engagement leadership roles.

Since 2008, UNC Charlotte has restructured or developed new programs to engage student leaders around civic engagement. The Office of Volunteer Outreach has established a competitive internship for students to lead service projects in the Charlotte community related to Hunger/Homelessness, Youth/Education, Senior/Elderly, Health/Hospitals, Animals, and the Environment. Interns are responsible for establishing and maintaining relationships with local non-profits, attending bi-weekly leadership board meetings, coordinating one service program per month and tracking and recording all hours. Positions become available every Spring semester, interviews are held, and appointments are made by the Assistant Director for Off-Campus and Volunteer Outreach. Through this office, students completed over 7,080 hours.

The Office of Fraternity and Sorority Life articulates four pillars serving as the foundation for fraternities and sororities: scholarship, leadership, philanthropy & community service and brotherhood/sisterhood. The pillars give students the strength and support from their early years of college to graduation. Every year, chapters spend countless hours raising thousands of dollars toward worthy causes. Projects are conducted on an individual chapter level to benefit organizations such as the Make-a-Wish Foundation, American Red Cross, and the Ronald McDonald House. In the 2012-2013 academic year, fraternities and sororities contributed over 9,718 hours of service and raised over \$32,200 for local non-profits and national philanthropies. To recognize individual chapters for their service, Fraternity and Sorority Life established an Overall Service Award and the Overall Excellence in Philanthropy Award. Both of these awards are given annually to groups that showcase exemplary philanthropy and community service.

The Levine Scholars Program is UNC Charlotte's most prestigious merit scholarship program. It was established in 2009 by benefactors Sandra and Leon Levine. All scholars receive access to a service grant to implement a community service project of their own design. Levine Scholar Austin Halbert utilized these funds to help alleviate suffering by those marginalized individuals in our community. For his effort, Austin was awarded the Newman Civic Fellow by the North Carolina Campus Compact, which recognizes inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. Collectively, the 44 Levine Scholars contributed over 3,080 hours of community service.

The Disabilities Services Office utilizes student volunteers to serve as note-takers in selected classes. Volunteers scan their notes and upload them to a secure website. The notes are then forwarded via email to the Disability Services registered student. Each volunteer note-taker receives 45 hours of community service. In the 2012-2013 academic year, Disability Services coordinated over 39,300 hours of service to the UNC Charlotte student body.

Supplemental Documentation

14. Is community engagement noted on student transcripts? If yes, is this a change from your prior classification? (Word Limit: 500) (Word Count: 258)

Students completing service learning requirements receive a notation on their transcripts. As an example, students participating in the service learning 49ership through our Career Services Center receive a transcript notation. These are internships with community-based service and outreach organizations and public service agencies. 49erships are open to students in all seven colleges. Participating students establish learning objectives with their organizational supervisor and career advisor on campus and engage in reflection and evaluation at the end of the semester. There are currently 646 service learning courses with 3,139 students registered for the 2012-2013 academic year.

In 2012, a Minor in Urban Youth and Communities was also established. The Minor in Urban Youth and Communities is an interdisciplinary program focused on civic engagement and service learning designed to prepare UNC Charlotte students to become informed and engaged citizens by providing students an opportunity to be agents of change in their community. The minor is open to all majors who seek to explore the strengths, capabilities and issues of youth and communities in urban settings. This minor requires a capstone project, in which the student synthesizes the interdisciplinary theory and experiential learning around urban youth and education, communities, and social justice into a comprehensive community and school-based project using practices of participatory action research. Based on current projections, there will be 30 students graduating with a Minor in Urban Youth and Communities this spring and that designation will be noted on student transcripts. The Minor in Urban Youth and Communities is a new community engagement recognition since 2008.

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? Please provide examples. (Word limit: 500) (Word Count: 495)

In the 21st century, an increasingly diverse society and a global economy are drivers for diversity in higher education. Higher education allows students to interact with people from different backgrounds and to intellectually engage a range of ideas and perspectives. This education experience cultivates the skills that graduates will need to function in a global society.

At UNC Charlotte, we continue to successfully recruit and graduate a diverse student body. The percentage of minority students (Black, Hispanic, Asian and multiracial) has steadily increased since 2005. Of the total student enrollment in Fall 2012, 30.67 percent, or 8,045 students, are from racial and ethnic minority groups. This is the largest percentage of minority students in the history of the institution.

Additionally, UNC Charlotte participates in AVID (Advancement Via Individual Determination), a federally funded program that helps diverse middle and high school students plan and prepare for college. This recruitment initiative provided a single coordinated effort to bring 400 Charlotte-Mecklenburg Schools AVID students for campus visits several times a year.

Students, faculty, and staff are involved in a number of external initiatives through local volunteerism and service learning projects. One example is CHARP, the Charlotte Action Research Project. This project was designed to forge partnerships between the university and marginalized Charlotte communities. It seeks to recognize and uplift neighborhood assets, while proactively integrating teaching, research, and action to work towards a larger agenda

of social justice, enable neighborhoods to advocate for themselves, and create sustainable neighborhood coalition to implement structural change.

UNC Charlotte undergraduate students from Southeast Asian backgrounds are the target audience for the Digital Storytelling (DS) project. These students were recruited to become youth program mentors with the Southeast Asian Coalition (SEAC), a community advocacy and outreach organization, based in Charlotte. Through this project, at-risk low-income Southeast Asian youth build confidence through providing context for their experiences as it relates to identity, diaspora, culture, and heritage. UNC Charlotte undergraduates served as mentors and role models to this group of students. This project provides disadvantaged and marginalized youth the opportunity to develop tangible media art skills, while being fully supported by students and faculty at UNC Charlotte.

Community engagement is also connected with diversity and inclusion work at UNC Charlotte through the Chancellor's Diversity Fund. The fund enables individuals to create original initiatives to promote diversity. Partnerships with diverse local businesses enhance diversity at the university. Increased partnership among Historically Underutilized Businesses (HUB) is one measure of success. To encourage HUB participation, the university organizes events that bring the business community to campus, and distributes a Vendor Information Guide to interested contractors. Participating by HUB firms in university construction reflects a trend for exceeding the state's ten percent minority participation goal. In 2012, 44 percent of construction projects between \$30K-500K were contracted through HUBSs. In April of 2013, UNC Charlotte was honored and awarded a Good Faith Effort Award by HUB.

16. Is community engagement connected to efforts aimed at student retention and success? Please provide examples. (Word limit: 500) (Word Count: 482)

Student retention and success can be attributed to UNC Charlotte's ability to immerse students in programs and initiatives that make them feel connected to the university. There are several programs and initiatives to assist with student retention and success. One such effort is the Learning Communities Program. Established in 2001, UNC Charlotte now has 17 different options for new students. Some learning communities are residential and others non-residential. Many of the initial learning communities have grown rapidly in size since its inception. For the 2012-2013 academic year, there were a total of 16 learning communities (LCs); 15 for first-year students and one for transfer students. Among the 16 LCs, 81 percent incorporated community service and 31 percent incorporated service learning as a core element of their class. When surveyed, 81 percent of the 16 LCs incorporate community engagement as an identified characteristic of highly effective Learning Communities. Learning Communities have proven highly successful in engaging students in the community around them, but also giving students a sense of belonging to this university. This sense of belonging has helped students understand the many resources at our university and helped with retention efforts.

The University Transition Opportunities Program (UTOP) began in 1986 to facilitate the underrepresented students' transition from high school to college. Specifically, its focus is to assist first generation college students. By involving incoming UNC Charlotte first-year students in a rigorous six-week summer collegiate experience, this program allows

participants to enroll in three classes for a total of seven credit hours. Moreover, it has strengthened students' study skills, writing ability, and community engagement. Collectively, since its inception, nearly 1,000 students have participated in the program, and from the beginning, participants were retained at a higher rate than all first-time, full-time first-year students. As a result, UTOP alumni have graduated from UNC Charlotte and many hold careers in business, politics, and community service.

Similar to the intent of the UTOP program, Student Advising for Freshmen Excellence (SAFE) is a peer mentoring program designed to help students successfully transition through their first year of college. SAFE minimizes academic, social, and economic challenges by providing information about UNC Charlotte support services to facilitate a smooth transition to students.

SAFE combines academic support with personal development programming to encourage academic achievement, positive self-concept and increased personal growth. The SAFE Program enables students to feel as if they are supported and part of a family at the university, thus improving the retention of minority students who otherwise may feel alienated.

The Office of Multicultural Academic Services provides distinctive programs to support traditional under-represented populations. Connecting students to community groups and activities contribute to student success, while helping to prepare them for post-graduate contributions to family and society. Of special note is Building better Brothers (B3), a highly regarded and recognized program, working with undergraduate men of color.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The questions in this section use the term "service learning" to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
 - a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500) (Word count: 266)

In March 2011, the UNC Charlotte Faculty Council unanimously approved a new service learning course designation and encouraged faculty to integrate service learning principles into their courses. This was passed to both encourage faculty with current courses to apply for service learning designation and also to grow the number of new courses. The service learning course content may include: i) to discover and address needs within the community collaboratively with community partners, ii) to develop lasting, reciprocal relationships in the community, iii) to improve skills for critical and comparative thinking, iv) to promote values

clarification, v) to learn practical aspects of community service, volunteerism, and social change, vi) to relate community service experiences to career goals, and vii) to help develop a life-long commitment to self-reflection, and its implications for community service and social responsibility.

In endorsing the new service learning standards, the Faculty Academic Policy and Standard Committee reported to the Faculty Council that service learning benefits students. "... because it signifies that students have completed an educational experience that is unique to the courses so designated, and one that is valued by graduate schools and prospective employers."

The new service learning framework institutionalized a process which had previously been *ad hoc* and unevenly applied across campus. Prior to the implementation of university-wide standards, some faculty and departments were unaware of service learning opportunities, while others offered courses with service learning pedagogy, but did not realize they could be designated as service learning classes. The actions of the Faculty Council have provided enhanced recognition and interest in service learning curriculum.

- b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500) (Word count:157)

In 2008, the Service Learning and Public Service Interest Group, a campus-wide coordinating body of faculty, led efforts to encourage the incorporation of service learning strategies and pedagogy in courses. Since then, this group has been restructured and expanded. Currently renamed the NC Campus Compact Interest Group, it encompasses nearly 100 faculty and staff from across the university working to build civic engagement, public service, and sustained campus-community partnerships at UNC Charlotte. The Campus Compact Interest Group advocates for service learning course development through faculty development programs and peer mentoring. It encourages individual courses and curricular initiatives to build a broader service learning curriculum at UNC Charlotte.

In line with faculty governance, proposals to designate service learning courses are processed through department, college, and university-level faculty structures. The University Career Center for Work, Service, and Internships and the NC Campus Compact Interest Groups provide counsel and support for faculty pursuing service learning designation.

2. Fill in the tables below using a. data from the most recent academic year (2012-2013) b. data based on undergraduate FTE:

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
646	121	6.3%	23.0%

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application</i>
41	3	85.0%	7.9%

<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
233	39	13.6%	20.1%

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application</i>
3,139	608	10.3%	24.0%

3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links. (Word limit: 500) (Word Count: 151)

The UNC Charlotte Office of Institutional Research compiled and provided these data. The definition of service learning courses was made using the 2012 UNC General Administration (GA) report defining the system standards and criteria for service learning designation. Using the GA formula, service learning classes are classified as cooperative (co-op) courses, internships, practicum, studio, or student teaching classes.

In the period since the 2008 Carnegie Community Engagement Classification application, our university has moved to a new student records software. With that impediment, the Office of Institutional Research staff revised the 2006-2007 service learning coursework data based on the current UNC system definition, in order to calculate the changes in service learning activities from 2008.

In compiling the number of courses offered, the Office of Institutional Research staff counted each section offered as a unique course. For the department, faculty, and student counts, unduplicated counts were utilized.

4. As evidence requested for your earlier classification, you were asked whether you have institution (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessment, and what are the results of the assessment? Provide relevant links. (Word limit: 500) (Word Count: 433)

In line with the service learning (SL) designation adopted in 2011, curricular guidelines are set forth for all SL courses. Key criteria state: i) course content should include the scholarly exploration of the concepts of citizenship, public or community service, social issues, or social justice; ii) the course must provide an opportunity for reflection, learning, discovery, understanding, intellectual challenge, and skill development via direct, practical, hands-on experience; iii) a significant percentage of the course activity should be devoted to some form

of service to the campus or community (local, national, or global); and iv) a substantial part of the course grade will involve reflection on the service experience.

The UNC Charlotte Campus Compact Interest Group collects information on SL courses, community partners, and student learning outcomes. These data are reported internally, as well as shared with NC Campus Compact institutions.

As a part of the university’s Southern Association of Colleges and Schools (SACS) re-accreditation received in 2013, the Quality Enhancement Plan (QEP) theme of “Prospect for Success” was identified and approved. The three overarching goals associated with this QEP are: i) commitment to success – to be a more engaged learner; ii) inquiry skills – to be more curious; and iii) to enhance cultural and self-awareness. An intentional longer-term outgrowth of these outcomes is to have all of our students become more involved through other courses, internships, and civic engagement activities. By Fall 2015, all incoming freshmen will be involved in a *Prospect* course, and some of the professional schools will be looking at integrating civic engagement activities during the first semester, while others are setting the groundwork for later sophomore or junior curricular engagement for their majors. Preliminary common reflection essay results of the first semester in the QEP show significant impact of the courses in the three major outcomes.

Students participating in the university-wide 49ership Service Learning Program have three specific learning objectives. These include: i) “to learn about the social issues and how they are handled by the agency/organization”; ii) “to promote community awareness of social issues”; and, iii) “to learn how my skills and abilities relate to this career.” For each objective, participants determine what strategies are most appropriate for accomplishing their learning objective. At the end of the semester, students report on the outcomes and evaluate the experience. These students are also assessed on “how the experience helped them better understand the connection between their academic, personal, and career goals.” On a scale of 1-5 (5 is strongly agree), students consistently rated the service internships above 4.0, with a 4.33 average.

5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curricular Activity</i>	<i>Is Community Engagement integrated with this activity?</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
Student Research	Yes	(Word limit: 500) (Word Count:500) As the scope and variety of community engaged research programs and faculty working with business, government, and non-profit groups has expanded, the number of undergraduate and graduate students	http://graduateschool.uncc.edu/events/graduate-research-symposium http://library.uncc.edu/node/687 http://charp.uncc.edu/

	<p>and the array of student majors working in partnerships has surged. A recent report prepared by the university for UNC General Administration counted 349 undergraduate and graduate students (unduplicated) employed in the 10 Centers and Institutes at UNC Charlotte. These units range from interdisciplinary public policy-oriented organizations, e.g. the UNC Charlotte Urban Institute, Small Business & Technology Education Center, and the Center for Real Estate, to interdisciplinary research-oriented units, such as the Institute for Social Capital, NC Motorsports and Automotive Research Center, eBusiness Technology Institute. All of the centers and institutes have active collaborations with community partners.</p> <p>The Charlotte Research Scholars (CRS) program is a summer program begun in 2012 for high-achieving undergraduate students to gain experience in research and professional development in their field of interest. This learn-by-doing model allows the Scholars to put their experiential learning into practice, preparing them to excel in their future studies and research. Scholars participate in weekly professional development training to build skills critical to professional success. Community partners are involved with the CRS program, both as research symposium partners and as mentors, highlighting collaboration between the university, local institutions, and the business community.</p> <p>The UNC Charlotte Honors College offers academically talented, enthusiastic, motivated students many</p>	<p>http://graduateschool.uncc.edu/current-students/charlotte-research-scholars</p> <p>https://levinescholars.uncc.edu/</p> <p>https://honorscollege.uncc.edu/</p>
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		<p>of the personal and intellectual advantages of a small liberal arts college within the diversity of a large university. The University Honors Program offers courses that combine community service with undergraduate research. In these courses, students are asked to research and identify a form of service they want to participate in, as well as locate a community service organization they would like to work with. Other students in the class, those who don't choose to work with a pre-existing organization, create their own service organizations. For example, one student created a small organization to identify, raise money for, and donate to veterans' families who are struggling financially.</p> <p>Both undergraduate and graduate students have on-campus venues for showcasing their research products. The Graduate Research Symposium has been organized by the Graduate School since 2000. During the past five years, 80 masters and Ph.D. students have annually presented papers and posters. Although not all of the research is community engagement, a growing proportion of the program fits the university-community framework.</p> <p>Starting in 2011, an interdisciplinary group of eight faculty members from five colleges organized the Annual Undergraduate Research Conference. In the first year, 40 students were participants. By 2013, 107 students were presenting papers and posters, where (or and) community engagement scholarship was a significant portion of the program. Noteworthy, during the past two years, the Levine Scholars Program has organized a thematic sub-</p>	
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		program at the conference focused upon “sustainability” with undergraduate research on this topic area.	
Student Leadership Courses	Yes	<p>(Word limit: 500) (Word Count: 183)</p> <p>The NC Teaching Fellows program at UNC Charlotte integrates community engagement into leadership courses in students’ sophomore and junior years when they are assigned a mentor teacher within a local school and are required to participate in an internship which includes clinical experiences within the classroom. During the sophomore year, students have an opportunity to learn through service by volunteering each semester in a school or education based program. In the junior year, students are required to attend a local school board meeting or city/county government meetings to observe and meet community leaders, and attend a Distinguished Speakers Forum sponsored by the Center for Leadership Development. Juniors have the opportunity to experience leadership through service by volunteering each semester with any on or off campus organization of their choice.</p> <p>For the past 11 years, the Center for Leadership Development has provided students with leadership skills development opportunities through individual programs and experiential learning. Since 2008, the Center has worked with faculty in the Department of Communication Studies to design two new undergraduate courses that include required community service components.</p>	http://tfellows.uncc.edu/
Internships/Co-ops	Yes	(Word limit: 500) (word count: 325)	www.career.uncc.edu

	<p>UNC Charlotte has over 730 experiential learning (EL) courses in which students apply their classroom skills and their major to an internship or related engagement experience in the community. This number has grown significantly over the last several years. There were only 560 EL courses in 2008. These classes fit under the definition laid out by an Experiential Learning Council in their Report: <i>an activity in which a student observes and directly participates in a quality learning experience external to the classroom setting which is structured to complement a student's major field of study or reflects interdisciplinary goals that enhance his or her engagement and understanding of career opportunities in a diverse and ever changing world.</i> While each college uses its own learning outcomes, students who participate in the alternative University Career Center 49ership for any major still have common evaluation and requirements for setting learning objectives.</p> <p>Students completing service learning or other community organization-based 49ership requirements receive recognition on their transcripts. There are 18 service learning courses that provide an opportunity for students to engage in service-oriented 49erships. These are internships with community-based service and outreach organizations and public service agencies. 49erships are open to all students. Participating students establish learning objectives with their organizational supervisor and career advisor on campus and engage in reflection and evaluation at the end of the semester. Students may also</p>	<p>http://career.uncc.edu/facultyadvisors/career-courses/49ership-co-op-service-learning-courses-administered-ucc</p> <p>http://belkcollege.uncc.edu/</p>
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		<p>receive course credits through designated Service Learning courses.</p> <p>Beyond the college level, there has been an increase in specific programs that are open to students, more broadly, which engage students in the community. Specific examples include the Bank of America Applied Technology 17-month internship program which involves majors in the Colleges of Business and Computing and Informatics, the Education Youth Literacy Tutors programs for all majors, and The Washington Center Internship and Study program. This past year, the Washington Center was supported by ten \$6,000 scholarships, five in partnership with the City of Charlotte.</p>	
Study Abroad	Yes	<p>(Word limit: 500) (Word Count: 500)</p> <p>UNC Charlotte has offered multiple Community Engaged Study Abroad Programs since 2008. The following are examples of these programs with student enrollments listed.</p> <p>Community and Identity in a Changing City – Manchester, UK 2009 – 9 2010 – 10 2011 – 8 2012 – 10 2013 – 9</p> <p>In addition to weekly class meetings, part of the coursework consists of collaborating with a local community organization dedicated to the restoration of Manchester’s Victoria Baths.</p> <p>NGOs in Malawi: Strategies for Social Development in Sub-Saharan Africa – Lilongwe, Malawi 2012 – 11 2013 – 12 2014 – 11</p>	http://edabroad.uncc.edu/

		<p>Students perform hands-on work at two varied non-governmental organizations (NGOs): one in the rare tropical rainforest area of Malawi, and the other on the shores of Lake Malawi. Both of these NGOs serve very rural village areas. In addition, the program visits a small, rural university, attends a class with local students, and presents a lecture to Malawian students at the Catholic University of Malawi. Students also participate in cultural immersion activities while in Malawi.</p> <p>Service Learning in Ecuador – Cuenca, Ecuador 2014 – 7 After an orientation on volunteering in Ecuador, students are assigned to a service project which is linked to one of four academic areas: environment & conservation; health; human rights; or education for 4 days or 20 hours of volunteering. In addition to the experience of volunteering, students also have the opportunity to engage with the native culture by living with host families and interacting with locals in Cuenca. The curriculum is a mixture of community service at local organizations, classroom guest lectures with local representatives, and cultural activities.</p> <p>Engineering for Development Workers in Peru - Lima, Cuzco and Parque de la Papa, Ecuador 2012 – 11 2013 – 10 Pisac is the base camp for the hands-on community service project in the Andean village Parque de la Papa (located 45 minutes by bus from Pisac). Students repair and replace bridges that provide villagers with access to the town.</p>	
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		<p>Healthcare Programs in Latin America (faculty from the College of Health and Human Services)</p> <p>Guanajuato, Mexico: Discovering Mexican Health and Human Services 2008 – 12 2009 – 15 2010 – 14</p> <p>San Jose, Costa Rica: Discovering Costa Rican Health and Human Services 2012 – 14</p> <p>Havana Cuba: The Cuban Healthcare Paradox 2013 – 14 2014 – 15</p> <p>Counseling in Mexico – Guanajuato, Mexico (faculty member left the university) 2007 – 10</p> <p>Counseling in Nicaragua – San Jose de Cusmapa, Nicaragua (faculty member left the university) 2010 – 4 2011 – 11</p> <p>Since 2008, there has been increased participation in and diversity of faculty-led programs. These programs are attractive to students, many of whom are in professional programs, and are the first in their family to go to college or have a passport. In 2008-09 the university ran 12 faculty-led programs. In 2012-13, the university ran 20.</p>	
Other. (Please specify in the “What has changed...” text box to the right).	Yes	<p>(Word limit: 500)</p> <p>(Word Count: 425)</p> <p>The Levine Scholars Program was begun in 2009. It is UNC Charlotte’s</p>	<p>https://levinescholars.uncc.edu/</p>

		<p>most prestigious merit scholarship program. The program awards roughly 15 scholarships each year to high school seniors based on scholarship, ethical leadership and civic engagement. Throughout their four years, scholars are sponsored to conduct research, participate in internships, work with local NGOs, and study abroad. Thus far, the Levine Scholars program has produced two Newman Civic Fellows and a Fulbright Fellowship. The Newman Civic Fellowship goes to student leaders who have demonstrated an investment in finding solutions to challenges that face local communities. Campus Compact awarded this Fellowship.</p> <p>Austin Halbert worked with other student entrepreneurs to explore models for connecting homeless people in Charlotte to nonprofit organizations that could help address their needs. By combining research on social issues with creative business-based solutions, Halbert has explored ways of addressing the needs of people both locally and globally. He presented a paper at the Education without Borders Conference in Dubai. His research focused on an assessment of online education and its potential to advance systems in the developing world, and creating ideas to make technology and education more accessible in remote areas. He continues to provide leadership and entrepreneurial training to students at the high school and college level.</p> <p>Christina Neitzey is focused on the experience of children and families in the judicial system. Neitzey serves as the court-appointed advocate for children who have been abused or</p>	
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		<p>neglected and who are currently in foster care. In her efforts on behalf of the children, Neitzey works with their social workers, parents, foster families, attorneys and judges, to ensure their best interests are protected as decisions are made about their futures. During a 12-week summer internship at the National Institute of Justice, Neitzey focused on grants and research involving violence against women, research-practitioner partnerships and human trafficking. She also had the opportunity to play an integral role in the launch of a new Department of Justice research initiative.</p> <p>Celia Karp was awarded a Fulbright grant to investigate maternal mortality in Ecuador. Karp worked for the Leukemia & Lymphoma Society, spearheading awareness and fundraising campaigns at the high school level throughout Charlotte. With the recent opening of the Levine Cancer Institute, Celia began volunteering at the Cancer Resource Center, connecting patients, families and caregivers to essential information, products, events and programming available to them. Celia spent this past summer volunteering as a health educator at an orphanage in Costa Rica where she gained experience in cross-cultural health communication.</p>	
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6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

<i>Curriculum</i>	<i>Is Community Engagement integrated into</i>	<i>What has changed since the last classification?</i>	<i>Web Link (if available)</i>
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	<i>this area?</i>		
Core Course	No	<p>(Word limit: 500)</p> <p>While UNC Charlotte does not require community engagement in core courses, faculty members are increasingly incorporating community-engaged activities into their classrooms. While the official number of service-learning designated courses increased since 2008, the number of courses incorporating experiential learning in the community has grown even faster. This increase reflects the increase in support for and interest in community-engaged teaching practices.</p>	
General Education	Yes	<p>(Word limit: 500) (Word Count: 90)</p>	<p>https://catalog.uncc.edu/undergraduate-catalogs/current</p>

		<p>A General Education program is fundamental to UNC Charlotte's mission of providing all undergraduates with a liberal arts education. The program is structured to address four areas addressing the "... need to be informed people who have the ability to act thoughtfully in society..."</p> <p>The General Education course requirement includes one course dealing with ethical issues and cultural critique. LBST 2215 Citizenship, meets this requirement. The Citizenship course is taught in a number of different departments. But, the course curriculum requires a significant community</p>	
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		engagement component.	
First Year Experience Courses	Yes	<p>(Word limit: 500) (Word Count: 259)</p> <p>The Common Reading Experience is designed to provide a shared academic experience to assist all first-year students in their transition to UNC Charlotte. This program offers unique opportunities for self-reflection, critical thinking, student interaction, and understanding of diverse perspectives. Adoption of the common reading is especially encouraged in first year seminars, first year writing, and general education courses, though any faculty interested in using the text in their teaching is welcome. In Fall 2012, the common reading was</p>	<p>http://ucol.uncc.edu/information-and-initiatives/common-reading-experience</p>

		<p>Warren St. John's <i>Outcasts United</i>, the story of a refugee soccer team, a remarkable woman coach and a small southern town turned upside down by the process of refugee resettlement. That semester, students got the opportunity to meet the author and co-curricular programs were planned to support student engagement in the themes of <i>Outcasts United</i>, including the development of an end of semester forum showcasing student work related to the book and a day of service assisting refugees and immigrants in the Charlotte region. Participating faculty were encouraged to examine current information on the experiences</p>	
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		<p>of refugees and other immigrants to the Carolinas from community partners working to assist in their transition. In Fall 2013, UNC Charlotte selected <i>Wine to Water</i> by Doc Hendley for our Common Reading Experience. In a true collaborative spirit between Academic and Student Affairs, students reading this text as part of their course participated in a water crisis simulation that added to their understanding of global water crises while engaging students in the community service of raising funds for the Wine to Water Foundation.</p>	
<p>Capstone (Senior Level Project)</p>	<p>Yes</p>	<p>(Word limit: 500) (Word Count: 80)</p> <p>Numerous undergraduate</p>	

	<p>degree programs at UNC Charlotte include a capstone research project course that is centered around community partnerships. For example, the Senior Design in the College of Engineering is required of all students in the College. Discussed in the Partnership Grid (B.3. Partnerships), it is an intensive collaboration between business partners and new engineers. The College of Computing and Informatics has a similar capstone model which is utilized for students and community partners.</p> <p>Students enrolled in the interdisciplinary Urban Youth and Communities Minor are required to complete a</p>	
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		<p>“Community Engagement Capstone Seminar.” This Seminar is an action-based course where students collaborate with a community partner and develop a plan or strategy to serve the collaborators’ need. In a related fashion, students working in community psychology, urban design, and community planning complete similar capstone experiences.</p>	
In the Majors	Yes	<p>(Word limit: 500) (Word Count: 102)</p> <p>All education majors and minors have a requirement of clinical engagement hours in schools and/or agencies. This applies at both the undergraduate and Master’s levels.</p> <p>All of the programs in the College of</p>	

		<p>Health and Human Services require educational experience outside UNC Charlotte, including internships and clinical rotations.</p> <p>The Health Connections Learning Community requires a two-semester “service learning” experience where freshmen students are paired with a senior adult at The Pines, an assisted living facility.</p> <p>Volunteering 50 hours at a health-care related agency is a criteria for admission into the nursing program.</p>	
Graduate Studies	Yes	<p>(Word limit: 500) (Word Count: 197)</p> <p>All Master’s students in the College of Education have a requirement of clinical engagement</p>	

		<p>hours in schools and/or agencies.</p> <p>Over the course of the graduate social work (MSW) program, students complete 1,060 hours of field practicum under the supervision of a qualified social worker. The MSW program coordinates student placement in around 100 local agencies. Annually, MSW students contribute approximately 111,300 hours to social work agencies in the region. Additionally, the Graduate Student Social Work Association is involved in a number of community events, and many faculty have projects that involve community-based research.</p>	
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	<p>All students in the Master of Public Administration program are required to take a problem-solving course, which requires them to take on a project for a city, county, or nonprofit and complete a professional report with an oral presentation to the council/board.</p> <p>The graduate program in the School of Architecture incorporates community engaged activities in both classroom (seminars and studios) and research environments.</p> <p>The Community Planning Workshop is a required seminar built upon community partnerships and scholastic engagement. Faculty and graduate students put</p>	
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		<p>their research expertise into action through community partnerships that address the needs of local neighborhoods.</p>	
<p>Other (Please specify in the “What has changed ...” text box to the right)</p>	<p>Yes</p>	<p>(Word limit: 500) (Word Count: 295)</p> <p>As a key component of our new Quality Enhancement Plan (QEP), community-based learning strategies are under development. The focus of the QEP is to heighten first semester freshman student engagement in three areas: commitment to success, inquiry, and cultural awareness. While community engagement is not a required element of QEP courses, it is recognized as a high impact practice that aids in new student success and retention.</p>	<p>https://prospect.uncc.edu/sites/prospect.uncc.edu/files/media/QEP%20Final.pdf</p>

		<p>As such, faculty development emphasized opportunities to connect students to “real world experiences” through career center internships, common reading involvement, and team exercises that engage students in the broader community. In the College of Education, the introductory class that education-interested students take their freshman year is called, Foundations of Education and Diversity in Schools. This course was revised in the summer of 2013 to include a substantial community engagement experience or all students taking the class. The purpose of community engagement experience would be two-fold: to</p>	
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		<p>introduce the concepts of service-learning and field experience to students early in their college experience and to immerse pre-service teachers in a culturally diverse urban school setting as a way of building cultural competency early in their college experience. Students would reflect on their experience and it would influence their desire to take additional coursework in the area of cultural studies or engage diverse communities during their collegiate experience. During the Fall 2013, students in Foundations of Education and Diversity in Schools engaged the community at Albemarle Road Elementary, a highly</p>	
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		<p>international, economically challenged elementary school. As a way to reduce the distance between the university and community, class was held on site. Students would participate in seminars often led by school leaders and then students would spend the remainder of class in classrooms working with teachers on service learning projects.</p>	
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7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e. publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500) (Word Count: 500)

Since 2008, university support for SoTL, the Scholarship of Teaching and Learning, has increased, and faculty interest in SoTL efforts specifically focused on community engagement, has greatly expanded. The university’s annual SoTL Grants program funds instructional research projects that will benefit the UNC Charlotte teaching and learning community with the expectation that resulting projects are shared and disseminated among the faculty. Currently, a faculty fellow in the Center for Teaching and Learning was recruited to advise faculty on how to convert teaching practices into scholarship. Her area of expertise is service-learning. Specific examples of community-engaged SoTL follows:

- i) Dahlberg, T., T., Barnes, K. Bean, & K. Buch. (in review). Engaging Under-represented Computer Science Students in Service: An Innovative Course and Case Study Findings. Submitted: Computer Science Education.

This article describes a computer science course that uses service-learning as a vehicle to: (1) attract a diverse group of students and engage them in outreach to younger students to help build a diverse computer science pipeline, (2) develop leadership and team skills using experiential techniques, and (3) develop student attitudes associated with success and retention in computer science.

- ii) Department of Theatre--SoTL Project Report, Dr. Beth Murray (funded by SoTL grant). With the Scaffolding Clinical Connections initiative, The Department of Theatre's Education Program brought together select practicing theatre educators, a university theatre education professor and pre-service theatre educators to address the gap between the university classroom and the clinical placement experience for pre-service, K-12, and university-based educators.
- iii) Buch, K., & Harden, S. (2011). The impact of a service-learning project on students' awareness of homelessness, civic attitudes, and stereotypes toward the homeless. *Journal of Higher Education Outreach and Engagement*, 15, 3, 45-61.

In 2008, UNC Charlotte joined a community initiative with the Urban Ministry Center to provide shelter to the homeless during the winter months. The authors created a service-learning project as part of a Citizenship and Service Practicum course. End-of-course student evaluations indicate that the service-learning experience had an impact on the students in three ways: raising awareness of homelessness; helping dispel negative stereotypes and foster more positive attitudes; and, promoting positive civic attitudes and a desire to "make a difference."

- iv) Professor David Walters launched UNC Charlotte's outreach-driven Center City Design Studio (CCDS), creating settings where students work in conjunction with community leaders, neighborhood groups, public bodies, corporations, and other institutions. This program has provided design and planning assistance to groups and communities in need, often leading to establishing new models and techniques for community development.
- v) Dr. Nicole Peterson, Assistant Professor of Anthropology, incorporates group service learning into an Applied Anthropology course. Most of the service learning is in collaboration with Friendship Gardens/Friendship Trays. Dr. Peterson has just started a SoTL grant to evaluate the effectiveness of the service learning projects in building students' hands-on skills in anthropology and research.

8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500) (Word Count: 308)

Since her arrival in 2003, the Provost has developed a strong local and global engagement agenda for both faculty and students that encourages the integration of research, teaching, and service. Under her leadership, faculty and staff have started or strengthened community engaged programs. For example, at her encouragement, faculty and staff are thinking through

new ways to implement community engagement through the Quality Enhancement Plan (QEP). The QEP restructured the freshmen experience to heighten first semester freshman student engagement in three areas: commitment to success, inquiry, and cultural awareness. Through engagement with the QEP, faculty are increasing connecting first year students to important social issues and the community organizations that work to solve these problems. This program will be expanding in upcoming years.

Community engagement is increasingly integrated into key courses and curricula. The civic engagement minor, Urban Youth and Communities, is the first step in establishing degree programs that emphasize community engagement and experiential learning. The university is also enhancing undergraduate research and internships opportunities that link students with community organizations. As university programs grow and local economic partnerships develop, we plan to strengthen social entrepreneurship opportunities for students through partnerships with local start-ups.

Our international service-learning and community engagement programs have expanded and we will fortify certain programs and partnerships with institutions abroad by collaborating across disciplines so that faculty from different colleges cultivate strong relationships with institutional partners. For example, UNC Charlotte faculty from the College of Education, the Energy Production and Infrastructure Center (EPIC), the College of Liberal Arts & Sciences, and the Levine Scholars program are working to strengthen ties with the University of Stellenbosch in South Africa.

In all, the diversification of engagement opportunities at UNC Charlotte continues to grow offering more points of involvement for community partners as well as students, faculty, and staff.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

Outreach

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: 500) (word count: 421)

In 2011, Continuing Education operations moved to the university's new state-of-the-art Center City Building located in downtown Charlotte. The new location enables the university to deliver non-credit courses, customized employer training and professional development opportunities to the community from a central, convenient location in the heart of the business district.

Since 2008, Continuing Education has launched a variety of new programs including ACT exam prep for high school students applying to college, MCAT exam prep for students

applying to medical school, a Supervisory Certificate, and new course topics each year for accounting and engineering professionals to earn their annual licensure renewal credits.

In response to increasing consumer demand for online programming, Continuing Education has also developed online courses, hybrid courses combining classroom and online learning, and partnered with educational providers to expand the catalog of available topics to better serve the community's needs. One such online partnership is with Cengage Learning's Ed2go division to offer a catalog of nearly 300 online courses in topics ranging from accounting, business, computer applications, medical terminology, teaching, and writing skills. Ed2go partners with universities throughout the country to deliver 6 week online short courses at an affordable price point to allow individuals to learn new skills or refresh current skills for personal and professional development. The ACT and MCAT exam prep programs are offered in partnership with Princeton Review, a nationally-renowned test prep content provider. Each program is offered in a classroom or online format, allowing students the flexibility to learn via the delivery method and schedule that best fits their personal learning style and needs. The Supervisory Certificate is a classroom-based program designed to prepare individuals with the necessary skills and competencies to manage employees. The audience for the program includes newly-designated supervisors, aspirants to management, and experienced managers who wish to receive formal training to update their knowledge of effective supervisory management practices.

In other community outreach efforts, Continuing Education partnered with the university's College of Education and St. Stephen Methodist Church to deliver a summer reading skills program to students at Greenway Park Elementary, a Title I school, where many students' families live below the poverty level. The program enabled students to maintain reading skills throughout the summer so they come back to school in the fall better prepared for success. As part of this initiative, Continuing Education collected 761 books from the community to donate to the school. The project received local attention from news media and the Charlotte Mecklenburg School district.

2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500) (Word Count: 315)

Institutional resources provided as outreach to the community has grown since the last classification. For the past five years, the Department of Education set a goal to meet and/or exceed the Federal Work Study requirements of seven percent of funding being allocated to community service. Under the direction of Dr. Bruce Taylor, work study students perform community service through the America Reads Program. The America Reads Program pairs work-study eligible college students with two-four elementary schools students in a school for literacy tutoring. Tutors receive substantial initial training and ongoing support to tutor struggling students in reading and writing at Morehead Elementary School and Nathaniel Alexander Elementary School.

Since 2009, the Athletics Department offers two department-wide community service events each year. For the past several years, the Department of Athletics has held an annual Stroll for Epilepsy Walk on campus to raise funds for the Epilepsy Foundation. The mission of the

Epilepsy Foundation is to stop seizures and find a cure and overcome the challenges created by epilepsy. The Athletic Department, alongside the Red Cross, sponsors a blood drive each year in honor of those lost in the 2001 terrorist attacks.

Aside from the community service events organized as a department, there are several team-specific community service events that have been incorporated over the past five years. Both, the baseball and softball teams, participate as “buddies” in the YMCA Miracle League each fall. The volleyball team hosts numerous events each fall to fundraise for breast cancer research. Our men and women tennis teams volunteer with the YMCA for their Thanksgiving Dinner each fall. Our men’s and women’s soccer teams volunteer with the FC Carolina Alliance, which provides youth soccer training and development to players of all ages, genders and abilities. Lastly, our football team has helped raise funds and volunteered for UNC Charlotte’s Relay for Life event.

Partnerships

3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:
 - Download the Partnership Grid Template (Excel file) and save it to your computer;
 - Provide descriptions of each partnership in the template; and then,
 - Upload the completed template here.
4. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity (Word limit: 500) (Word Count: 250)

In the 2008 Community Engagement application, the partnership grid contained a cross-section of 15 representative partnerships. All of these collaborations were active and responsible for genuine reciprocal benefits between the community and university. They were, however, generally limited to one academic department or research center or institute. They also tended to be from traditional instructional units. There were no partnerships from the Office of Community Relations or Student Affairs. Few could be considered transdisciplinary or involving teams of UNC Charlotte faculty and students working across department boundaries. Also missing were projects using a community-based participatory research (CBPR) model. The CBPR framework equally involves community members as research partners to guide all phases of a scientific investigation.

The 2015 partnership grid includes transdisciplinary partnerships and CBPR projects reflecting the growing role that these models have at UNC Charlotte among individual faculty and in the research units and centers. In a similar fashion, the inclusion of community partnerships from the Office of Community Relations, the Division of Student Affairs, and Academic Services illustrate the expanded scope of community-university partnerships. Moreover, the examples reflect an enhanced strategic focus upon building greater connection to community partners in a sustained and impactful way.

5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships – in initiating, sustaining, and assessing partnerships? How did

these practices encourage authentic collaboration and reciprocity with community partners?
(Word limit: 500) (Word Count: 460)

Since 2008, the leadership of UNC Charlotte, commencing with Chancellor Philip Dubois, has been publicly articulating and taking actions to expand and amplify community engagement at the university. In the area of partnering with regional businesses and leaders, the creation of a Vice Chancellor for Research and Economic Development is a powerful signal that UNC Charlotte places strategic importance on serving the economic needs of the region and state. The large-scale investment in campus infrastructure, both human and physical, to build sustained partnerships with entrepreneurs and businesses further secures community recognition that UNC Charlotte is authentic in our commitment to economic development goals. In a similar fashion, UNC Charlotte's investment in downtown Charlotte, with the Center City Building (CCB), demonstrates our desire to collaborate with the city and neighborhoods surrounding the urban core in genuine fashion. Among all of the campuses in the UNC system, UNC Charlotte's investment in the urban core is unique.

Indicative of the growing commitment to community partnerships, is the multi-levelled collaboration with the "Governor's Village" schools. The Governor's Village schools, adjacent to UNC Charlotte, include two elementary, one middle, and a high school, and are named for former North Carolina Governors. In 2011, UNC Charlotte and TIAA-CREF joined forces to build a sustained collaboration with these campuses. All qualify as Title I schools, and exhibit both, low test scores and parent support.

Working with CMS to identify specific school needs, TIAA-CREF and UNC Charlotte developed a wide range of programs and initiatives including: mentoring/tutoring programs, professional development conferences for approximately 500 Governor's Village teachers and administrators, job shadowing events, financial literacy training (for students, teachers, staff and parents), campus tours and tickets to university arts and sporting events. UNC Charlotte has continued to highlight and strengthen the partnership within the university, engaging employees as mentors, lunch buddies and volunteers for semi-annual outdoor beautification projects. In addition, the College of Education has started a reading and writing proficiency programs in which UNC Charlotte students partner with Governor's Village schools to support and tutor K-12 students. Through combined volunteer time and resources, the partnership focuses on removing educational barriers to help deserving students achieve their full potential.

Partnerships are pivotal to the success of the Division of Student Affairs. The Office of Volunteer Outreach has established and cultivated partnerships with over 250 local agencies in the Charlotte community. Some of these partnerships have laid the foundation for other groups on campus to build upon. For example, since 2010, this Office has partnered with Charlotte-Mecklenburg Schools to increase academic achievement in the system's low income Title I student populations using volunteers. These efforts were the precursor for the Governor's Village schools initiative.

6. How are **partnerships assessed**, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500) (Word Count: 372)

Authentic and worthwhile community engagement requires two-way communication between partners. At UNC Charlotte, the sharing of information between the community and campus partners is fundamental. The creation of specific feedback mechanisms are shaped by the partnering organizations and the nature of the engagement activity. It is multi-layered. One widely utilized approach is advisory boards or stakeholder groups. All of the major campus research and public service units use advisory panels to collect assessment data and receive counsel and feedback on future programming.

In some instances, where the community involvement is project-oriented or structured around community groups, feedback and assessment are direct. For instance, Continuing Education contacts all persons taking classes or programs within 48 hours after completing the activity, using an online survey tool to collect evaluation information. These data are utilized to assess the success of programming and plan strategically for future continuing education services.

In other instances, as with UNC Charlotte's partnership with the four Governor's Village Schools, the assessment process is qualitative. Prior to each school year, the Community Relations Team brings together the Principals from all schools for a debrief on the previous year's partnership activities to glean what programs worked well, what programs should be continued or grown, and what programs were not as impactful or need modification. Based on those open discussions, the university-school partnership sets priorities for the coming academic year, working as a team in tandem. This benefits not only the individual schools, but all the campuses.

While qualitative community feedback sessions are valuable to assess program initiatives for the CMS partnership, the Community Relations team also evaluates the success of their programs from an internal perspective, particularly around program efficiency and volunteer participation. In this process, data is analyzed regarding faculty and staff volunteer contribution and possible ways to illuminate barriers to participation. At the end of every academic year, Community Relations performs a strategic audit of current programming and identifies ways to strengthen programs while increasing university participation, and incorporating key university strengths, usually in the form of intellectual capital. These findings are shared with a larger senior leadership team, as well as broader university community service coordinators for shared knowledge and feedback.

7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification (Word limit: 500) (Word Count: 500)

Our faculty have developed strong community partnerships and frequently generate scholarly products with those partners. The following are examples of the diverse nature of these partnerships and the scholarly works produced:

- i) UNC Charlotte has collaborated with local governments in Charlotte and Mecklenburg County since 1997 to design and implement a neighborhood-scale Quality of Life analysis. The Metropolitan Studies and Extended Academic Programs, headed by Dr. Owen J. Furuseth, Associate Provost for Metropolitan Studies and Extended Academic Programs, leads the project. The biennial Quality of Life analysis is widely utilized by local and state government organizations, non-profits, and neighborhood organizations to assess changes in local conditions in Charlotte-Mecklenburg and develop policy-making tools. In 2012, the Study was expanded to encompass 464 neighborhood profile areas and over 80 localized variables. Because of the size of the research data, a hard copy report format has been replaced by an online tool. The report dashboard is: <http://maps.co.mecklenburg.nc.us/goldashboard/>
- ii) Professors Janni Sorensen and José Gamez have been working with community residents in the Windy Ridge starter subdivision, for years. Their work to organize homeowners and fight blight have been heralded in a national Associated Press story, “Neighborhood hit by mortgage crisis battles back” by Adam Geller. Their research is highlighted in a research paper written with a neighborhood leader. See citation below:
Sorensen, Janni, José Gamez, Elizabeth Shockey, Keihly Moore, Aleksandra Borisenko and Wigena Tirado (2013). “Windy Ridge Sub-division, Charlotte, NC.” CES4Health.info. (available at: <http://www.ces4health.info/find-Products/view-product.aspx?code=8NCCHTGP>).
- iii) Dr. Dena Shenk, Professor of Anthropology and Director of the Interdisciplinary Program in Gerontology, has led and co-led many interdisciplinary research projects and scholarship in partnership with other UNC Charlotte faculty in the Department of English, School of Nursing, and Department of Social Work, and with agencies and organizations in the field of aging in the Charlotte area. She has partnered with Senior Helpers Homecare agency, the Charlotte-Mecklenburg Council on Aging, and many other local facilities. Much of this research has been on developing training for caregivers to the elderly, in new skills to improve the care of dementia patients.
- iv) Buch, K., Harden, S., Berk, A., Burton, C., McNeil, J., & Poventud, T. (2010). Niner Neighbors: UNC Charlotte fights homelessness. Panel presentation at the 11th Annual National Outreach Scholarship Conference, Raleigh, NC. This session described a community service initiative at UNC Charlotte that brought together diverse students, faculty, and community partners to meet the growing problem of urban homelessness.
- v) Hazel Tapp, Heather A. Smith, James T. Dixon, Thomas Ludden and Michael Dulin, 2013. Evaluating Primary Care Delivery Systems for an Uninsured Hispanic Immigrant Population. *Journal of Family & Community Health* Vol. 36,1, pp. 19–33
Hispanic populations experience disparities in health outcomes and health care. Using participatory methods, faculty, students, and community partners evaluated systems of primary-care delivery for an uninsured Hispanic population. In turn, best practices were translated back to the partner clinics and the community.

8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where

are you now, where are strategically planning on going? Provide relevant links. (Word limit: 500) (Word Count: 493)

Between 2008-2013, community outreach and partnerships at UNC Charlotte have reached new highest levels. Measured across any dimension: the number of campus engagement participants; the scale and complexity of community partnerships; the budgetary allocations for community engagement; the span of university infrastructure supporting engagement commitments and activity; the forms and breadth of engagement in the classroom; and the impact of UNC Charlotte on our community – there are unprecedented collaborations between UNC Charlotte and public and private partners.

Since its founding in 1946 as a post-World War II, two-year evening college center serving returning veterans, our campus and its leaders have intentionally directed the educational programming elements and growth of the university to serve the community needs of the Charlotte region, first, and secondly, the State of North Carolina. Indeed, we celebrate our “particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.”

In preparing our 2008 Carnegie Community engagement application, we realized a sense of satisfaction. The process of collecting information on community engagement led to discoveries of numerous collaborations that were new to the application team. The scope of partnerships and the level of community engaged learning in courses across the university was exhilarating. Importantly, the Carnegie application process also created a mapping tool for moving forward and enhancing our community engagement goals.

Going forward, UNC Charlotte has put into place critical human and physical infrastructure that will strengthen community engaged learning and scholarship, and contribute to engaged civic discourse in our community and beyond. Foremost, the university’s new community engaged faculty review process, rewards and honors, and professional development programs are critical. In turn, this effort is supported by key ancillary units like the Center for Teaching and Learning, University Career Center, the Office of Volunteer Outreach, and partnerships with NC Campus Compact. Combined, these initiatives will foster the development of new courses and curricula that embrace the principles of the community-university collaborative.

Organizational realignment has similarly moved or created new structures that facilitate engaged partnership building and create portals of entry for community groups or businesses wanting to partner with the university. The Community Engagement Council and our new Office of Community Relations are crucial enhancements.

Finally, UNC Charlotte has made strategic investments in new buildings and spaces to build bridges connecting the campus and community. The Center City Building and the PORTAL building are the two most obvious linchpin facilities. But, they are not alone. Support from Academic Affairs and the Chancellor has been fundamental to supporting community outreach programs, applied research facilities, and sustaining avant-garde community work.

When we put all of these efforts together, the trajectory for community engaged learning and scholarship at UNC Charlotte is empowering. Strategically, we hope that our university will

continue to grow in our community collaborations and earn full recognition as the best university it can be for the Charlotte region.

III. Wrap-Up

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions (Word limit: 500) (Word Count: 226)

At UNC Charlotte, civic engagement is fundamental to our work. We believe that civic engagement should strive toward transformational change for the betterment of society. We work to infuse these values across the faculty, staff, and students, so that they are engaged and active citizens within their local and global community. As evidence of these broadly shared principles, we offer the Levine Scholars Program, our model student scholarship that selects participants based upon ethical leadership and civic engagement.

As a community, UNC Charlotte explores public issues and concerns from many standpoints. We combine educational programs, strategic partnerships, and service efforts to create a living laboratory for students and campus organizations to impact the greater community. Within the framework of applying academics, research, and service learning, UNC Charlotte actively addresses the needs of the Charlotte region, while teaching students to aspire to systemic and sustainable transformation.

We are deeply committed to, and strive to always creatively, and successfully, achieve and live out our mission:

“...leveraging our location in the state’s largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.”

2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection (Word limit: 500)