

# **UW Bothell Community Engagement Council Annual Report**

**2016 - 2017**

## **Highlights**

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In its inaugural year, the Community Engagement Council was formed to advance the Chancellor's Community Engagement Initiative and further realize some of the key recommendations in the Community Engagement Task Force report. We accomplished a great deal across the year, primarily organized around 4 central activities:

- Increasing UW Bothell's footprint as a regional leader and partner in community engaged activities
- Preparing to pursue Carnegie classification
- Establishing membership composition, representation, and onboarding to the Council
- Development of policies and procedures for Council functions, rotation of membership, and member roles and responsibilities

## **Chancellor's Charge**

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Our initial charge from the Chancellor outlined the following 6 tasks:

1. Develop a set of operating practices around the Council itself: Length of terms; feedback and communication practices, criteria and processes for adding external members; creation of an executive committee, decision making processes, and other policies as needed.
2. Review the Community Engagement Task Force report (adopted on 2/8/16) and stakeholder feedback to establish a timeline and set of priorities with an immediate emphasis on the following:
  - a. Draft and gain approval for a position description and advertisement for Director of CE (professional staff). Coordinate with the VCAA the search and hiring process.
  - b. Design processes for assuring close collaboration between CE and the full range of diversity efforts on campus
  - c. Review the requirements for gaining Carnegie classification in order to recommend resources and strategies for a successful application in 2019. Consider the need for consultation and data system requirements.
3. Partner with the GFO and faculty in the Schools to consider how to make recruitment, hiring, promotion and tenure criteria and procedures fully supportive for faculty who integrate community engagement into their scholarly activities.
4. Collaborate with the campus' planning and budgetary processes to integrate anticipated resource requirements.
5. Continue to explore and promulgate 'best practices' at all levels of the organization paying particular attention to the offices of Research, Advancement and External Relations.
6. Advise leadership regarding partnership strategies at the campus level.

**CE Council Membership 2016-17**

<p><b>Co-chairs</b>  David Allen, Dean, NHS  Claire Peinado, Director of Integrated Learning</p> <p><b>Faculty</b>  Alejandro Francetich, Assistant Professor, Business  Charity Lovitt, Lecturer, STEM  Keith Nitta, Associate Professor, IAS  Victoria Breckwich Vasquez, Assistant Professor, NHS  Bruce Burgett, CAD rep, Dean, IAS</p> <p><b>Students</b>  Zakira Ali, Student  Cecilee Fernandez, Student  Sukhaman Kaur, Student  Brenda Palomino, Student  Cody Thorne, Student, ASUWB rep  Dhwani Vekaria, Student</p> <p><b>Staff</b>  Kara Adams, Director of Community Engagement  Melissa Arias, Assistant Vice Chancellor for Advancement  Emily Christian, Assistant Dean of Student Affairs  Lisa Hall, Director of Media Relations &amp; Communications  Ann McMahon, Executive Director of Research Strategy for Broad Impact</p>	<p><b>Community Partners</b></p> <p><b>City of Bothell</b>  <ul style="list-style-type: none"> <li>• Jennifer Phillips, City Manager</li> </ul> </p> <p><b>21 Progress</b>  <ul style="list-style-type: none"> <li>• Marissa Vichayapai, Program Director,</li> </ul> </p> <p><b>Northwest Film Forum</b>  <ul style="list-style-type: none"> <li>• Courtney Sheehan, Executive Director</li> </ul> </p> <p><b>21 Acres</b>  <ul style="list-style-type: none"> <li>• Kurt Sahl, Director of Operations</li> </ul> </p> <p><b>Latino Educational Training Institute</b>  <ul style="list-style-type: none"> <li>• Rosario Reyes, CEO &amp; Founder</li> <li>• Tom Laing, Associate Director</li> </ul> </p> <p><b>Cocoon House</b>  <ul style="list-style-type: none"> <li>• Sophia Beltran, Prevention Manager</li> </ul> </p> <p><b>Workforce Snohomish</b>  <ul style="list-style-type: none"> <li>• Mary Houston, Director of Service Delivery</li> </ul> </p> <p><b>Ad hoc UWB Members</b>  Shauna Carlisle, Assistant Professor, IAS  Charlie Collins, Assistant Professor, IAS  Salvador Salazar Cano, Student  Natalia Dyba, Director of Global Initiatives  Linda Watts, Professor, IAS  Joy Emory, Analyst, Institutional Research</p>
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## Summary of Tasks Accomplished

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The following overview provides a status update on each task outlined in the Chancellor's Charge.

**Task #1:** *Develop a set of **operating practices** around the Council itself: Length of terms; feedback and communication practices, criteria and processes for adding external members; creation of an executive committee, decision making processes, and other policies as needed.*

**Status:** The Council drafted and approved a set of criteria and processes for member representation, rotation, and operating practices (**see appendix A**). We spent a significant amount of time throughout summer and autumn quarters generating criteria for selecting external partner members to the Council (**see appendix B**). This included a campus-wide survey routed to faculty, staff, and students soliciting nominations based on these criteria (**see appendix C**). We also extended open calls for faculty and student representatives to join the Council as ex-officio members (**see appendix D**), based on interest and availability, in an effort to maintain energy and momentum for this work across major constituencies (staff are well-represented as unit-level leads). The following partner organizations were invited to serve as CE Council members across through June 2018 (at which point, 50% of these members will rotate off, and 50% will continue):

*Marissa Vichayapai – 21 Progress*

*Kurt Sahl – 21 Acres*

*Mary Houston – Workforce Snohomish*

*Sophia Beltran – Cocoon House*

*Rosario Reyes & Tom Laing – Latino Educational Training Institute (LETI)*

*Jennifer Phillips – City of Bothell*

*Courtney Sheehan – NW Film Forum*

The CE Council also developed 8 subcommittees (**see appendix E**) with an organizing “lead” member to advance various dimensions of community engagement activities. These subcommittees include:

*Carnegie Assessment*

*Promotion & Tenure Integration of CE*

*Integration of CE & Diversity*

*CE Curriculum*

*CBLR Fellows*

*Student Engaged Leaders*

*Communication & Visibility (website development)*

*Strategic Partnerships Plan*

As a best practice for onboarding external partner members to UW Bothell and the Council itself, we also established a set of roles and functions for “partner liaisons” to support our newest valued members to this work (**see appendix F**).

**Task #2:** Review the Community Engagement Task Force report (adopted on 2/8/16) and stakeholder feedback to **establish a timeline and set of priorities** with an immediate emphasis on the following:

- a. Draft and gain approval for a position description and advertisement for **Director of CE** (professional staff). Coordinate with the VCAA the search and hiring process.
- b. Design processes for assuring **close collaboration between CE and** the full range of **diversity efforts** on campus
- c. Review the requirements for gaining **Carnegie classification** in order to recommend resources and strategies for a successful application in 2019. Consider the need for consultation and data system requirements.

**Status:**

- a. **CE Director:** Building on the approved recommendations from the CE Task Force report, the Council generated a list of “buckets” and prioritizations of work to inform the development of a position description throughout spring and summer 2016. This included a primary orientation to support faculty development of CE curriculum, with a significant secondary focus on Carnegie project management, assessment, and learning-centered regional partnership development. Worked with Beth Beam in OEHR to finalize and approve the position elements, with mutual agreement that the search be cast widely. Claire Peinado charged a search committee, led by Keith Nitta (IAS Associate Professor), which was comprised of a broad range of unit representatives to capture the breadth and distinctions of CE practices across various campus units. Search launched Autumn quarter 2016, position was circulated widely via nball, to CAD (Council of Academic Deans), and to regional partners (including UW Seattle and UW Tacoma). Council members, who themselves comprise a range of fields, unit perspectives, and diversity, were encouraged to post to their CE-related networks. CE Council was engaged in narrowing list of first-round finalists to phone interview process in an effort toward inclusion, representation, and transparency. Phone interviews yielded two candidates for on-campus interviews and there was wide attendance and participation in candidate visits and presentation feedback. Search committee made final recommendation based on campus input and forwarded to Claire, who extended offer to successful candidate based on this input and recommendation.
- b. **CE/Diversity Collaborations:** CE/Diversity collaborations were addressed at every decision-making juncture of CE process development and design:
  - *CE Director search:* evaluation rubric, phone interview questions, and evaluation of final candidate presentations attended to evidence of successful integration of diversity/CE in candidates’ professional records.
  - *Hosted Washington Campus Compact regional conference:* Initiated and led by Kara Adams, UW Bothell served as the host institution for 120 attendees representing 18 WA State higher education institutions. Kara closely collaborated with UWB’s Director of Diversity and Director of Integrated Learning to design and organize the conference theme in partnership with WACC: *Advancing Diversity and Equity at the Core of Community Engagement*, which was the first of its kind in WACC’s history.
  - *CE/Diversity Integration Subcommittee:* CE Council co-chairs met with Diversity Council outgoing/incoming chairs, Wayne Au & Kari Lerum, at end of 2016 school year to

coordinate collaborative approach for repurposing \$50K toward stronger integration of CE & Diversity efforts (following Imagining America decision). Group met approximately 4 times through Autumn and part of Winter quarters but struggled to find times to meet. One proposal was generated by a subcommittee member for review (**appendix G**). Multiple proposals were generated by the CE Council (**appendix H**). Subcommittee developed criteria/rubric (**appendix I**) for reviewing proposals, but process stalled and no decisions were made. See process notes from January 30<sup>th</sup>, 2017 (**appendix J**).

- *External Partner Member selection criteria:* Criteria for inviting external partner members was generated by Council (**appendix B**). Included two explicit criteria to a) assist UWB in developing practices that reflect the integration of diversity and community engagement in service to equity; and b) Developing respectful and non-exploitive relationships with partners. The Council also included that external council members “will be composed of a diverse group and seek balance between” 5 additional criteria addressing organizational size, a range of different CE methodologies and perspectives, both established and emerging partnerships with our campus, both individual activism and regional/national/global agencies, and both established and newly forming organizations.
- *Bridging Theory to Practice Civic Dialogues:* Sponsored by a national AAC&U-funded grant, Claire Peinado (lead PI) oriented the dialogue series toward the Diversity and Community Engagement Council members, in an effort to increase communication, collaboration, identify shared (or divergent) goals, and build dialogic skills across our Councils. The intention is to deepen our civic dialogue skills as Council members, role models, and representatives from broader constituencies within and beyond UWB.

**c. Carnegie Classification Resource Analysis & Strategic Development:**

- Created Carnegie Assessment subcommittee led by Shauna Carlisle and Kara Adams, in consultation with Office of Institutional Research. Key accomplishments include a 40+ point analysis of UWB’s campus readiness for Carnegie (based on the 40+ required elements for classification) and initial planning to improve readiness across moderate and weaker dimensions.
- Hosted two webinars sponsored by Barbara Holland and the national Collaboratory project on what is required to become a Carnegie classified engaged institution
- Kara Adams, Director of Community Engagement, led a brief overview of the Carnegie Classification project and purpose, then solicited table-generated examples from all campus participants at a May 2017 Chancellor’s Town Hall
- Investigated cost, capabilities, and institutional fit for a Collaboratory-branded Central Resource Management (CRM) system at UWB.

**Task #3:** Partner with the GFO and faculty in the Schools to consider how to make recruitment, hiring, **promotion and tenure criteria and procedures** fully supportive for faculty who integrate community engagement into their scholarly activities.

**Status:**

- *Faculty Development opportunity:* CE Council developed a “P&T Integration of CE” subcommittee. Keith Nitta hosted and led a video recorded panel of faculty (representing multiple Schools) who have successfully navigated the P&T process while integrating CE practices. The video will be circulated campus-wide as a resource for culling best practices, strategies, and tips for CE integration into P&T dossier files.
- *Faculty Governance Networking:* Claire Peinado connected P&T subcommittee members with incoming chair of UW faculty senate, Thaisa Way (UWS Professor), to generate strategic alignment in any faculty code revision proposals to more systematically accommodate CE practices in P&T review
- *Scholarly Support of CE:* Kara Adams successfully led an effort to co-host (with UW Seattle) a national faculty development program, *Pen to Paper*, which is intended to support faculty writing with, for, and about community engagement. For the last two years, our campus has subsidized some faculty to participate in this development opportunity. In summer or autumn 2018, UWB will serve as the host institution, to further advance scholarly infrastructure support for faculty research and publications on CE activities.

**Task #4:** Collaborate with the campus’ planning and budgetary processes to integrate anticipated resource requirements.

**Status:**

- Nominated Kara Adams to participate in Phase 1 Budget implementation Process/Policy Development workgroup. Emphasis on representing Carnegie infrastructure resource requirements at both central and School/unit levels
- Central infrastructure support for ongoing CE activities will include CRM/IT needs to support a coordinated system linking curricular, advancement, external relations, and co-curricular engagement opportunities; will also require administrative staffing support for current and emerging course/curricular opportunities (internships, capstones, CBLR, undergrad research), incentives for systems-level development of CE activities within units, and ongoing CE Council activities (see next recommendation).
- One strong recommendations, particularly from our faculty Council representatives, is that the campus consider offering honoraria stipends and parking reimbursements to our external partner members to the CE Council. This would provide a small token of appreciation and mutual reciprocity for the time and energy external members are providing to Council activities (an especially acute point for partner members coming from smaller non-profit organizations with limited staffing capacity themselves).
- See (**appendix K**) for anticipated budget projections related to Carnegie and CE Council activities.

**Task #5:** Continue to explore and promulgate ‘best practices’ at all levels of the organization paying particular attention to the offices of Research, Advancement and External Relations.

**Status:**

- The pursuit of Carnegie classification provides a systems-level framework for promoting and sustaining CE best practices across all levels of the institution.

- The *Community & Visibility* subcommittee requested Council feedback on organization and prototypes of a CE website for the UW Bothell homepage. The subcommittee is working closely with the website and communications team in Advancement and External Relations. This Council feedback is being integrated and should inform the initial rollout of a CE website this summer 2017.
- Council membership and subcommittee participants include representatives from Research (Ann McMahon, Executive Director of Research Strategy for Broad Impact); Advancement (Melissa Arias, Associate Vice Chancellor for Advancement); and External Relations (Lisa Hall, Director of Media Communications & Advancement)
- Launched a *Student Engaged Leaders* subcommittee to more explicitly support the student-centered needs of CE development. Activities included cohort-building, identification of access and barriers to CE for UWB students, CBLR learning outcomes, and goal setting priorities for the academic year. Membership solicitation and rotation for the next school year was initiated and shepherded by Cody Thorne, ASUWB Council representative.
- Launched rotational visits from wide range of campus units to see how CE intersects with their unit: what's working, what could be improved. Will continue this practice throughout next 2017-18 academic year, and Council will maintain archive to support a systems analysis of these strengths/needs
  - Began with Career Center
  - Questions/Prompts included the following:
    - *What goals are you trying to accomplish through community engagement?*
    - *Challenges and pressures on your ability to achieve these goals?*
    - *Are there strategic alliances you can imagine that will facilitate achieving your goals?*
    - *What infrastructure and processes are you developing to support your community engagement goals, what is needed?*
    - *Deepest strengths that your unit brings to community engagement?*
- Developed Partner Liaison plan and process to support and onboard external partner members to UW Bothell and the CE Council
  - **Purpose:** In the spirit of strengthening our Connected Learning practices throughout our work, we are intentional in cultivating strong, reciprocal relationships with our community partner members as a way to advance our shared values in the UWB Community Engagement mission.
  - **Role:** Community Partner Liaisons are assigned to one external partner who sits on the CE Council. The role of the Partner Liaisons is to support new member onboarding by maintaining opportunities for connection and communication as CE Council members. The Partner Liaisons are in essence the “point” person for external partners to go to when questions, opportunities, and concerns arise. Much of this communication will take place between Council meetings rather than during Council meetings.

**Task #6:** Advise leadership regarding **partnership strategies at the campus level.**

**Status:** The Strategic Partnership Subcommittee description and progress to date is outlined below.

**Strategic Partnership Subcommittee Description:**

Develop an institutional strategic partnership plan that articulates UW Bothell’s mission, goals, and purpose for partnering with community entities. Plan will ideally help guide decisions about which local, national, and global entities to partner with. Examples of strategic partnership work could focus around geographical region, issue area, mission alignment, student access, etc. Goals for plan:

1. Build interdisciplinary and broad based sustained partnerships, with a focus on collective action and impact
2. Incentivize strategic institutional partnership to move institution more towards strategic partnership mission, while maintaining freedom for faculty, staff, and students to pursue individual community projects with non-strategically aligned partners.

**Progress to Date:**

The subcommittee has drafted a rubric for assessing partnerships based on 1) the purpose of community engagement and 2) the goals and values of UWB. These are as follows:

Purpose of community engagement:

- Enrich scholarship, research, and creative activity
- Enhance curriculum, teaching and learning
- Prepare educated, engaged citizens
- Strengthen democratic values and civic responsibility
- Address regional critical societal issues (local, national, and global challenges)
- Contribute to the public good

Goals/Values

- Reciprocity and mutual benefit
- Diversity
- Equity
- Inclusion
- Capacity building

We are in the process of defining the elements listed above and drafting four levels of enactment for each definition. Feedback on the draft was solicited from Council members at the June 27<sup>th</sup> meeting and routed to all members via email. Subcommittee will integrate this feedback for further development and iteration.

**CE Council Priorities and Next Steps for 2017-18**

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As a matter of institutional practice, it would be helpful to establish a more systematic schedule for communicating the work of the CE Council to the Chancellor and his executive team, and finding opportunities for greater coordination and feedback throughout the year.



The following priorities will guide our work across the next year:

- **Budget Advocacy and Campus Planning for CE**
  - In order to carve out a sustainable position for achieving (and maintaining) Carnegie classification, we will strive for alignment with the campus budget redesign processes. This includes considerations for continued build-out of CE infrastructure and resources
- **Continued Development of CE Council Operating Practices**
  - Creation of an Executive Committee
  - Decision-making processes
- **Strengthen Promotion & Tenure Integration of CE Considerations**

Based on lessons from successful Carnegie engaged institutions as well as an analysis of incentives and rewards for organizational behavior, we see P&T as a critically important location in which to transform and institutionalize CE practices at UW Bothell.

  - Identify CE advocates and champions across the range of Schools, in partnership with the GFO
  - Identify one CCPTFA member to work with the CE Council's P&T subcommittee (develop overlapping membership for both)
  - Develop a central statement on CE from central Academic Affairs and approved by GFO that can be used by Schools in their P&T documentation
- **Create a charge and launch the CE Curriculum subcommittee**

We look forward to continued advancement of the community engagement mission and 3Cs practices at UW Bothell.

## **Appendix A: CE Council Draft Policies**

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Members of the Council are representatives of their varying constituencies. This entails a commitment to connecting those constituencies to the work of the Council by: a) sharing activities and announcements; b) gathering feedback to bring to the Council and c) having an alternate when you cannot attend or taking responsibility to learn what occurred and share it.

Appointment length/process ideas:

The general goal is to have staged turnover of all members when possible. Some UWB units may want their representative to remain and some positions are designated by the Chancellor's charge (e.g. Director of Integrated Learning).

During the 'start up phase,' however, we may want to maintain more continuity, so here are some suggestions:

Community Members: The goal would be to rotate community members, perhaps half every year.

Current members will serve two or three years. In year two, by lottery or volunteering, half of the community members would agree to a third year and half would retire at the end of that year.

Each member will have a UWB "liaison" to facilitate integration and communication.

UWB Members: Larger units (e.g. Schools, Student Affairs) would follow the same pattern as Community members. Smaller units may need more flexibility.

The Council of Academic Deans (CAD) will be asked to appoint a dean (ex officio) for a two year term.

Timelines:

Spring quarter:

Under the assumption that most faculty representatives will not be available in summer, it might be good to have the new members elected mid-spring quarter to allow for some on-boarding in order to have a fast start in the fall. Alternatively, elections could occur late spring.

Staff may be more available in summer to help CE maintain momentum, so on-boarding any new members could occur mid-spring quarter.

Every other year, have CAD appoint new dean representative in spring.

Fall quarter: Identify which community members will be rotating off at the end of the year and begin process of identifying and inviting new members.

Winter quarter: Have new community member join to facilitate on-boarding by current community members. New UWB liaisons will be assigned.

**For external members:**

Current onboarding term: 18 months (through June 2018)

Spring 2018: first turnover of 50% members

Begin implementing 50% turnover every other year for 2 year terms

**Unit reps:**

Up to units to decide whether to maintain same person or rotate, but criterion is continued engagement

**Faculty:**

Same as external members' rotation

1 faculty rep per school

**Students:**

Annual rotation of ASUWB member nominated by ASUWB in autumn.

5 additional ex-officio student representatives on Council. Open call to all students goes out in spring, with membership joining in summer and autumn for the following academic year.

**Ex-officios**

also use ex-officio model to recruit additional members

ex-officio categories are appointed by the Council but likely 2 year terms

policy: if a member misses 2 successive meetings without providing a substitute, co-chair will contact to see if they want to continue/have capacity to continue

## **Appendix B: Community Engagement Council – External Partner Membership**

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**Purpose:** The Council’s central purpose is to advise and assist the University of Washington Bothell (UW Bothell) in advancing its Community Engagement Mission. It reports to the Chancellor.

### **Community Engagement Mission:**

As a regionally accountable public university, the University of Washington Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the North Puget Sound and Washington State. Through a wide and varied network, our diverse students, faculty, staff, and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national, and global challenges.

As part of our commitment to achieving this goal, UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the Advancement of Teaching:

1. 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.
2. The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

**Functions:** The Council (and its Executive Committee) provides a forum for conversation among a range of UW Bothell units and community partners. The conversation is a value in itself for advancing shared understandings; to do so, the Council will develop and maintain a timeline with goals, strategy and tactics to achieve the community engagement mission. The Council is responsible for reviewing annually progress in achieving them. Further, the Council will be a communication mechanism to expand the range of university and community members informed about and involved with UW Bothell’s Community Engagement efforts. It will also have a quality assurance function in insuring that engagement initiatives undertaken by the University are reviewed in a timely way. The Council is comprised of staff, faculty, students, and community partners.

### **Process for Selecting External Partner Representatives**

The process of selecting external partnerships will seek to engage both campus and community groups. The council may consist of 2- 6 external partners. Nominations will arise from schools, individual faculty, Advancement, Office of Community-Based Learning and Research, alumni, student groups, Student Affairs, Office of Research, Advisory Boards of individual schools, and other groups/individuals as deemed appropriate by the council.

Nominations and selection to occur during autumn quarter. Nomination deadline is October 18, 2016. The Council will review and democratically vote on received nominations. Council will then extend invitations to external partners to serve on CE Council.

### **Role of External Partners on Council**

External members rotate on a 2-3 year basis. External membership will help the Community Engagement Council develop the following policies, and practices:

- a) Assist UWB in developing practices that reflect the integration of diversity and community engagement in service to equity.
- b) Learning from our partners about expanding and improving our Community Engagement in ways that ensure mutual benefit.
- c) Increasing the visibility of UWB's Community Engagement practices.
- d) Ensuring the sustainability of our Community Engagement endeavors.
- e) Increasing the scale and quality of student, staff and faculty engagement.
- f) Assessing and understanding the impact of practices on the campus and broader and community.
- g) Developing respectful and non-exploitive relationships with partners.
- h) Achieving and sustaining the national Carnegie Community Engagement Classification.

Partners need not be able to assist with all of the above goals but should be able to participate in discussions with at least one of the above goals.

**Characteristics of External Community Partners:**

The external partner will exhibit/demonstrate the following characteristics:

- Addresses community-priorities rather than externally prioritized issues.
- Participation in networks of actual and potential partners
- Alignment and overlap with UWB's mission on Community Engagement
- Exhibiting reciprocity in relationships, vision, and actions with partners and community

Note that all characteristics are equally valued, order of characteristics does not reflect priority.

The membership will be composed of a diverse group and seek a balance between the following criteria:

- a) Established and historical external organizations and newly developed external organizations
- b) Individual activists and regional/national/global agencies
- c) Discipline specific partnerships and partners that represent broad discipline work
- d) Partners with a range of different community engagement methodologies/ perspectives
- e) Established ongoing UWB partnerships and emerging UWB partnerships

## Appendix C: Community Partner Survey: Soliciting External Members for UW Bothell's Community Engagement Council

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*In February 2016, under the direction of the Chancellor, our campus launched the re-establishment of a Community Engagement Council as one of eight key recommendations outlined in the [Community Engagement Task Force report](#). Since then, we have gathered representative campus members to reflect a broad range of perspectives, intersections, and methodologies embraced under a Community Engaged umbrella.*

*Throughout the summer, the CE Council developed a set of goals and values to inform the identification and selection of 5-7 external partner representatives who will join as Council stakeholders. This survey reflects these discussions. As members, these partners will help develop and assess our ongoing campus community engagement strategy including the integration of diversity and community engaged activities. We are therefore seeking a broad range of input to solicit suggestions for these potential members. Please be wide and generous in your approach to suggestions: we do not want to prematurely limit the number or type of partner who might be suitable and we welcome a wide range of suggestions. The survey will be available through October 28<sup>th</sup>.*

Q1 Please enter the name of the organization and/or individual that you are suggesting for consideration as a member of the Community Engagement Council

Q2 Your First Name

Q3 Your Last Name

Q4 School or Unit Name

Q5 Your Email Address

Q6 The suggested partner exhibits/demonstrates the following characteristics (please check all that apply): It is important to note that all characteristics are equally valued, and the order of characteristics listed does not reflect priority.

- Addresses priorities that arise directly from the community (1)
- Participates in networks of actual and potential partners (i.e., partner extends the reach of UW Bothell through its networks) (2)
- Aligns and overlaps with UW Bothell's mission on community engagement (3)
- Exhibits a commitment to diversity and equity (4)
- Exhibits reciprocity in relationship, vision, and actions with partners and community (5)

Q7 The membership of the Council on Community Engagement will be comprised of a diverse group and seek balance across the types of organizations and individuals represented below. Please indicate which criteria your suggested member represents (check all that apply):

- Partners that have been around a long time (1)
- Partners that are new to our region (2)
- Individual Activist (3)
- Regional scope of work (4)
- National scope of work (5)
- Global scope of work (6)
- Primarily integrates and operates across several disciplines (e.g., business, nursing, education) (7)
- Primarily operates within a single discipline (e.g., engineering or sociology) (8)
- Utilizes or engages in a range of methodologies with a range of different community engagement methodologies/perspectives (such as internships, CBLR service learning, social entrepreneurship, capstones/portfolio field experiences, co-op models, etc.) (9)
- Has a history of working with UW Bothell (10)
- Is new or relatively new in working with UW Bothell (11)

Why are you nominating this person or organization? Please address what value(s) you believe they bring to campus.

Q8 The Council welcomes as many suggestions on possible members as you can provide, so please feel free to add additional names or organizations. Do you have another organization or individual that you would like to suggest as a member?

- Yes (1)
- No (2)

If No Is Selected, Then Skip to End of Survey

*Thank you for submitting suggestions for potential community partners to the Community Engagement Council. The Council will review suggestions and begin contacting finalists in early November 2016. Final external member candidates will be invited to participate in 1-year renewable appointment terms to help the CE Council develop and assess an ongoing campus community engagement strategy. For questions, please contact Community Engagement Council co-chair, Claire Peinado, at [msclaire@uw.edu](mailto:msclaire@uw.edu)*

## **Appendix D: Community Engagement Council – Student Representatives**

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**Purpose:** The Council’s central purpose is to advise and assist the University of Washington Bothell (UW Bothell) in advancing its Community Engagement Mission. It reports to the Chancellor.

### **Community Engagement Mission:**

As a regionally accountable public university, the University of Washington Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the North Puget Sound and Washington State. Through a wide and varied network, our diverse students, faculty, staff, and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national, and global challenges.

As part of our commitment to achieving this goal, UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the Advancement of Teaching:

1. 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.
2. The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

**Functions:** The Council (and its Executive Committee) provides a forum for conversation among a range of UW Bothell units and community partners. The conversation is a value in itself for advancing shared understandings; to do so, the Council will develop and maintain a timeline with goals, strategy and tactics to achieve the community engagement mission. The Council is responsible for reviewing annually progress in achieving them. Further, the Council will be a communication mechanism to expand the range of university and community members informed about and involved with UW Bothell’s Community Engagement efforts. It will also have a quality assurance function in insuring that engagement initiatives undertaken by the University are reviewed in a timely way. The Council is comprised of staff, faculty, students, and community partners.

### **Open Call for Student Representatives**

*The Council is looking for three student representatives to join the Council for the 2016-2017 Academic year. Students will be contributing to the vision and strategic direction of community engagement for the University of Washington Bothell. We hope that this is a leadership and learning opportunity for students, in addition to students providing valuable and necessary student insight into the community engagement experience from the student perspective.*

**Time Commitment:** The council meets every other week for 1.5 hours. Recognizing that school work comes first, students will need to be present for at least 3 of the 5 CE Council meetings per quarter.

If you are interested in joining the Community Engagement Council, please complete the following questions. Deadline to apply is Friday, June 17.

Name:

Year at UWB:



Major/Degree:

Why are you interested in joining the Community Engagement Council? (max of 150 words)

Can you participate in the summer CE Council meetings: Thursday mornings 10:30-12:00pm, June 23, July 7, July 21, August 4, and August 18? *(If you are not able to join the summer meetings, please still apply to join the autumn – spring meetings)*

Can you participate in autumn 2016 (September) – spring 2017 (May) CE Council meetings? *(dates are not set yet)*

## **Appendix E: CE Council Working Groups 2016-17**

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### Autumn Quarter:

#### **1. CE Director Search**

*Current: Keith Nitta, Vicky Breckwich Vasquez, Charity Lovitt, Lisa Hall, Ron Tilden, David Allen*  
Hiring committee for Community Engagement Director.  
(Task Force Recommendation #2)

#### **2. Soliciting Community Partners for CE Council**

*Current: Claire Peinado,, Emily Christian, Charlie Collins, Kara Adams, Cecilee Ferdandez, Ann McMahon*  
Identify and invite community entities to participate on the CE Council. Solicit internal suggestions from UW Bothell, review nominations, identify 5-8 partners, conversations/survey to partners to invite them to participate on Council.

### Autumn Quarter 2016 – ongoing:

#### **3. Carnegie Classification Assessment**

*Current: Kara Adams & Shauna Carlisle (co-leads), Russ Canon, Joy Emory, Charlie Collins, Cecilee Fernandez, Natalia Dyba, Melissa Arias*

Carnegie Institutional Commitment section:

“institution maintain systematic campus-wide tracking or documentation mechanism to record and/or track engagement with the community (Carnegie Application, 2020).” This includes measuring the impact that community engagement has on students, faculty, community, and institution. This group will focus its initial attention on the development of assessment mechanisms and strategies to assess community and faculty impact.

(Task Force Recommendation #1)

#### **4. Diversity, Equity and CE integration**

*Current: Lisa Hall (CE Council/Diversity Council), Scott Kurashige (Diversity Council), Ceri Nishihara (Diversity Council), Claire Peinado, Alejandro Francetich, Kara Adams, Cecilee Fernandez*

Build a processes that ensure deep collaboration between diversity and community engagement efforts on campus (Task Force Recommendation #4). This group will focus on collaboration between the Diversity Council and Community Engagement Council. Group will initially focus on the use of the \$50K from the Chancellor’s Office and Vice Chancellor for Academic Affairs to advance the integration of diversity and community engagement.

Carnegie: “Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?” (Carnegie Application, 2020)

#### **5. Communication & Visibility of CE**

*Current: Kara Adams, Lisa Hall, Dhwani Vekaria, Melissa Arias*

Creation of a Community Engagement webpage. Develop a strategy for internal and external communication, and the operationalization of communication (platforms, frequency, automatic system, staff, framework for content).

### Winter Quarter – ongoing

#### **6. Promotion and Tenure**

*Current: Keith Nitta, David Allen*

Work with CCPTFA and the VCAA to articulate criteria and evidence for promotion and tenure related to

CE faculty activities, in alignment with Chapter 24 and School criteria (Task Force Recommendation #7).

Carnegie Institutional Commitment section:

“Institutional level policies for promotion (and tenure) that specifically reward faculty scholarly work that uses community-engaged approaches and methods”

“College/school and/or department level policies for promotion that specifically reward faculty scholarly work that uses community-engaged approaches and methods”

- Is community engagement rewarded as one form of teaching and learning
- Is community engagement rewarded as one form of scholarship
- Is community engagement rewarded as one form of service

## **7. CE Curriculum Development & Support**

*Note: Working group did not materialize for 2016-17 Council year*

Carnegie Curricular Engagement section:

“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 (Carnegie Application, 2020)”

Areas of development for institutionalizing CE Curriculum:

- Institutional (campus-wide) learning outcomes for students’ curricular engagement with community (from Carnegie)
- Departmental or disciplinary learning outcomes for students curricular engagement with community (Carnegie)
- Community engagement integrated with curriculum on an institutional wide level in following structures (core courses, capstones, first year sequence, etc.) (Carnegie)
- Integration of CE learning goals with diversity/equity learning goals
- Articulating cross-disciplinary learning at community partner sites

## **8. Strategic Partnership Plan**

*Current: Ann McMahon, Natalia Dyba, Melissa Arias, Kara Adams, Claire Peinado, Emily Christian, Courtney Sheehan (NW Film Forum)*

Develop an institutional strategic partnership plan that articulates UW Bothell’s mission, goals, and purpose for partnering with community entities. Plan will ideally help guide decisions about which local, national, and global entities to partner with. Examples of strategic partnership work could focus around geographical region, issue area, mission alignment, student access, etc. Goals for plan:

1. Build interdisciplinary and broad based sustained partnerships, with a focus on collective action and impact.
2. Incentivize strategic institutional partnership to move institution more towards strategic partnership mission, while maintaining freedom for faculty, staff, and students to pursue individual community projects with non-strategically aligned partners.

## **9. Student Community Engaged Leaders**

*Current: Cody Thorne, Cecilee Fernandez, Emily Christian, Kara Adams*

A learning community in which students and campus-community allies can voice their interests, passions and concerns regarding Community Engagement at UW Bothell, with a focus on the student experience. As a working subcommittee of the CE Council, participants (across student, faculty, staff, and community partner dimensions) will have opportunities to learn about institutional processes, to develop facilitation skills, and deepen their systemic thinking and understanding of organizational change.

Areas of focus may include (from Carnegie):

- Is student community engagement attached to efforts that are aimed at student retention and success?
- Assessment of student participation and student impact in CBLR courses (i.e. how many and which students participated in CBLR courses, what was impact of CBLR on quality of student learning and development)
- Creating institutional learning outcomes for students engaged in CBLR
- Community engaged activities outside of curricular engagement

#### **10. CBLR Faculty/Staff Fellows Steering Committee**

*Current: Linda Watts as representative between CE Council and CBLR Fellows Steering Committee*

The Initiative for Community-Based Learning and Research Faculty and Staff Fellowship program is designed to promote and support faculty and staff development of community-based scholarship and creates pathways for students to deepen their community engagement within academic structures.

The purpose of this program is to enhance significantly the capacity of UW Bothell faculty and staff to offer courses, facilitate programs, and conduct research that directly engages the university with communities in ways that are valued by the community and the academy. Fellows will join a supportive faculty and staff learning community as they create or extend community-based work in courses or professional practice, conduct innovative research, and participate in strategic planning for the next steps in support of community-based learning and research at UW Bothell.

## **Appendix F: CE Council Partner Liaisons**

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**Purpose:** In the spirit of strengthening our Connected Learning practices throughout our work, we are intentional in cultivating strong, reciprocal relationships with our community partner members as a way to advance our shared values in the UWB Community Engagement mission.

**Role:** Community Partner Liaisons are assigned to one external partner who sits on the CE Council. The role of the Partner Liaisons is to support new member onboarding by maintaining opportunities for connection and communication as CE Council members. The Partner Liaisons are in essence the “point” person for external partners to go to when questions, opportunities, and concerns arise. Much of this communication will take place between Council meetings rather than during Council meetings.

### **Onboarding**

- Sharing CE mission (link to CE website)
- Partner member values
- Subcommittee overviews
- How to contact CE Council members
- Link to Canvas site
- Higher Ed lingo and partner lingo

### **Maintaining Relationship with Community Partner:**

- Point to available/useful resources (CBLR Office for course connections and student projects, Office of Research for research grant collaborations, Career Center for internships, etc.)
- Participate (as available) in opportunities to learn more about specific partner (attend fundraising events, site visits, board meetings). When invited by the partner, circulate invitations to the events to Council membership.
- Follow-up with partners in between CE Council meetings about questions, clarifications, concerns - keeping partners engaged and feeling cared for
  - Email check-in
  - Phone check-in
- Maintain a log of questions/issues that arise so we can pool this information at the Council level to plan for changes.

### **Institutional Support:**

Dates/times/location of meeting, parking, and conference phone call-in number will be sent to partner prior to meetings via email by Administrative support staff.

### **2017-2018 Community Partner Members with Assigned CE Council Liaisons (listed in parentheses):**

- **City of Bothell** (Keith or Lisa) - Kara Peter Troedsson, City of Bothell Interim Manager

- Barbara Ramey, Communications Officer
- **21 Progress** (Cecilee) - Kara  
Marissa Vichayapai, Program Director
- **Northwest Film Forum** (Vicky) Kara plays this role until Vicky is back  
Courtney Sheehan, Executive Director
- **21 Acres** (Ann) - Claire  
Kurt Sahl, Director of Operations
- **Latino Educational Training Institute** (Natalia) - Claire  
Rosario Reyes, Founder and CEO  
Tom Laing
- **Cocoon House** (Charlie) - Kara  
Sophia Beltrán, Prevention Manager
- **Workforce Snohomish** (Emily) - Claire  
Mary Houston, Director of Service Delivery

## Appendix G: Example proposal for \$50K Allocation to Diversity & Community Engagement Councils

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**Background:** Our councils have been allocated \$50,000 to promote mutually supportive work and planning. This was intended to serve as a sign of UWB's continued commitment to diversity and community engagement in spite of our decision to withdraw our application to host Imagining America (IA).

UWB's application to host IA emphasized a goal of making IA more student-centered. A continued focus on student-centered programs and planning remains critical to meeting our mission and goals as expressed in numerous key documents and statements (e.g. 3 C's, 21st Century Initiative, Diversity Action Plan). It will also serve to build student support for and investment in these activities—making them stakeholders rather than consumers.

**Proposal for Programs:** Students have expressed a special concern about issues including hate crimes, sanctuary, campus climate/public safety, and health care. **"Sustaining Diverse Community"** programs are thus needed to meet the following goals:

- a) Immediate Needs: Address the immediate concerns of students and the broader campus. For example, bring multiple stakeholders together to discuss campus climate and public safety in light of a national and local rise in hate crimes and ethnic/gender/religious intolerance and intimidation. Through collective understanding, outline measures and policies that can be implemented ASAP.
- b) Training sessions: Beyond roundtables and discussions, these programs should include workshops and training sessions on subjects ranging from self-defense to community organizing and diversity/inclusion in the classroom.
- c) Community Partners: These programs should demonstrate the importance of community engagement by foregrounding the participation of community activists and organizers, especially those who are from historically marginalized backgrounds and work with historically marginalized communities.
- d) Community Building Activities: Programming should include cultural events (including food, music, art) designed to spread cross-cultural awareness, promote inclusive spaces, and foster community.

**Planning for the Future:** This proposal is first designed to bring together stakeholders, with particular attention to inclusion of historically marginalized groups, to build relationships that are crucial to the future of diversity and community engagement work at UWB. Second, this pilot program can model the types of activities and purposes that unite curricular and co-curricular activities, thus connecting demands for Diversity Center programming to broader campus initiatives. Finally, program organizers can build policy and planning discussions into programming, as well as solicit feedback from participants to assess needs and priorities.

**Funding:** The Diversity and Community Engagement Councils approve at least \$25,000 to develop these programs. A rough budget outline:

\$5,000: logistics (e.g. reserving space, marketing, food)

\$5,000: stipends for student organizers

\$15,000: stipends/honoraria for community partners

In-Kind: Request that staff/faculty time be allocated to support program

The budget could be expanded if we decide devote more of our total budget and/or leverage our funds to seek matching funds from other units on campus (and possibly off-campus)



## **Appendix H: Diversity/CE Integration Resourcing Ideas for \$50K from Chancellor**

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*An initial list of ideas from the 5.17.16 CE Council meeting. Please continue adding to it and elaborating.*

- Student Success
- Consultation on best practices (skill building)
- IT, etc. processes
- Retreats, gatherings (e.g., Organizing Institute)
- Partnerships around anti-racism
- Diversity Center programming

*Ideas that individuals from the CE Council contributed from 9/2016 – 12/2016:*

1. **Imagining America Cultural Organizing Institute**: Rather than have a team go to this Institute, invite them to facilitate one for us with the focus being around diversity/equity/community engagement

The IA Organizing Institute invites applications from teams of artists, scholars, and other community leaders interested in learning and utilizing broad-based and cultural organizing to achieve transformational goals on their campuses and in their communities.

During this year's 2.5-day institute, participants will learn and experience foundational organizing theories and practices, and use them as a lens while learning about and examining two organizing efforts in Milwaukee — one focused on increasing local citizen engagement with the electoral process, and the other focused on improving the under-resourced K-16 public education system. Participant teams will then be led through a process intended to help translate what they've learned back to their own institutional, organizational, and community contexts. Teams will share their ideas with the group, receive feedback, and begin to articulate a strategy for moving forward with their work.

Learning and Action Objectives

- Explore different organizing approaches, theories, and texts.
  - Learn and rehearse specific broad-based and cultural organizing practices.
  - Learn and experience collaborative art making processes that deepen understanding of a topic of common concern.
  - Reflect on and strategize about using cultural organizing in participants' campus, community, and cross-sectoral efforts.
2. Diversity, Equity, and Community Engagement integration **Seed Grants**. Seed grants would support proposals that can articulate how their course, research, work is at the intersection of diversity and community engagement and the sustainability of this work and integration.

"As for seed grants, we budget annually for roughly \$45,000, which is a combination of ~\$25k for community-based research grants (4-6 each year); \$6k for discretionary (up to \$500 each for faculty to help complete an engaged research or teaching activity); and the remaining amount is split between supporting engaged events (faculty and student tickets to nonprofit partner organization annual events, for instance) and helping to co-host our colleges' engaged events and activities on our own campus."

– Tracy Hall, Educative Director for Metropolitan Impact at UM Dearborn.

Seed Grants and Awards: <http://umdearborn.edu/business-community/office-metropolitan-impact/faculty-resources/seed-grants-and-awards>.

3. Invite a **consultant to lead a retreat, and/or facilitate faculty development workshop**....for example Tania D. Mitchell, formerly Service Learning Director for the Center for Comparative Studies in Race and Ethnicity at Stanford University, currently assistant professor of higher education in the Department of Organizational Leadership, Policy and Development at the University of Minnesota's College of Education and Human Development

Articles Tania Mitchell has contributed...

- Zúñiga, X., Nelson-Laird, T., & Mitchell, T. D. (2015). Preparing students for democratic citizenship in a multicultural society: Engaging diversity through Project MosaiK. *Journal of Student Affairs Research and Practice*, 52(3), 237-249. doi: 10.1080/19496591.2015.1035385
- Mitchell, T. D. (2015). Using a critical service-learning approach to facilitate civic identity development. *Theory Into Practice*, 54(1), 20-28.
- Mitchell, T. D., Donahue, D. M., & Young-Law, C. (2012). Service learning as a pedagogy of whiteness. *Equity and Excellence in Education*, 45(4), 612-629.
- Mitchell, T. D. & Donahue, D. M. (2009). "I do more service in this class than I ever do at my site": Paying attention to the reflections of students of color in service-learning. In J. Strait & M. Lima (Eds.), *The future of service-learning: New solutions for sustaining and improving practice* (pp. 172-190). Sterling, VA: Stylus Publishing.

4. **Stipends for external partners** serving on the CE Council: Stipends and mileage reimbursement for community partners participating on Council.
5. **Stipends for students** with high level of financial need **to offset costs**, e.g. transportation, **related to engaging with a community partner**. Could be made available to students who have taken at least one CBLR course, as a way to incentivize sustained engagement?
6. **Scholarship/ award recognizing a student each year who demonstrates deep commitment to diversity work through engagement with a community partner**. (It takes \$25K to endow a \$1K annual scholarship). Students could be selected from those who apply for the WA Campus Compact Awards or the Spring Quarter UWB General Scholarship, in order to avoid having yet another application process.
7. Use the funds to launch and run a **Diversity website**, and hire administrators / student interns to run the site. The site could serve as a source of information on CE/Diversity resources on campus, advise students seeking information or resources, book classrooms for workshops, events, etc. Maybe even as a way to report concerns or acts of violence on campus.

## Appendix I: Evaluation Rubric Draft for Determining \$50K Allocation to CE & Diversity Councils

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<b>1. Student Support</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>Scholarship/award (e.g. recognizing a student each year who demonstrates deep commitment to diversity work through engagement with a community partner- it takes \$25K to endow a \$1K annual scholarship)</li> <li>Stipends for students with high level of financial need to offset costs (e.g. transportation to community partner, small scholarship to offset working hours to be able to do CBLR hours)</li> </ul>		
Addresses University/ Diversity Council mission toward diversity, equity and inclusion		
Addresses Community Engagement mission to address student success and the well-being and prosperity of North Puget Sound region and Washington state		
Integration of DC/CE		
Target audience / beneficiary Both internal and external		
Contributes to <a href="#">Carnegie Classification Application</a>		
Impact on current infrastructure		
Opportunity to build on infrastructure		
Ability to measure impact		
Sustainability		
Score		
<b>2. Faculty/Staff/Student Seed Grants</b>		<b>Score</b>
Seed grants would support proposals from faculty, students, and staff that have ideas for how to integrate diversity, equity, community engagement efforts (i.e. courses, research, training sessions, community building, leadership development, public scholarship, etc.). Many of our proposal ideas could be pitched as seed grant ideas, and can be open to all campus. Our subcommittee would then become the reviewers of these proposals (similar to the UWBIG model), and we would set the criteria and rubric.		
Addresses University/ Diversity Council mission toward diversity, equity and inclusion		

Addresses Community Engagement mission to address student success and the well-being and prosperity of North Puget Sound region and Washington state		
Integration of DC/CE		
Target audience / beneficiary Both internal and external		
Contributes to <a href="#">Carnegie Classification Application</a>		
Impact on current infrastructure		
Opportunity to build on infrastructure		
Ability to measure impact		
Sustainability		
Score		
<b>3. External Community Partner Stipends</b> Stipends to support external community partner involvement on CE Council and Diversity Councils, and/or stipends to support external partners' involvement at UWB in a way that align with the values of integration of CE/Diversity, Sustainability, and Infrastructure development.		<b>Score</b>
Addresses University/ Diversity Council mission toward diversity, equity and inclusion		
Addresses Community Engagement mission to address student success and the well-being and prosperity of North Puget Sound region and Washington state		
Integration of DC/CE		
Target audience / beneficiary Both internal and external		
Contributes to <a href="#">Carnegie Classification Application</a>		
Impact on current infrastructure		
Opportunity to build on infrastructure		
Ability to measure impact		

Sustainability		
Score		

Further elaboration and background on above criteria is listed below.

**Diversity: Enhance campus commitment to diversity and inclusiveness.**

- Enhance recruitment, support and retention for underrepresented faculty, staff and student groups.
- Incorporate multicultural content and diverse perspectives in learning and scholarship.
- Target services to support inclusion and success for a student population of increasing diversity in ethnicity, race, gender, age, sexual orientation, social class and disability.
  - Create a multicultural program to support students of diverse backgrounds, foster understanding and appreciation of differences, and enrich campus life.
  - Create bridge and other support programs to enhance recruitment and retention.
  - Build P-12 and community college pipeline partnerships, forging relationships and aiding student preparation for university studies.
  - Maintain commitment and support for students of all ages and students with disabilities

**Community Engagement Mission Statement**

As a regionally accountable public university, the University of Washington Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the North Puget Sound and Washington State. Through a wide and varied network, our diverse students, faculty, staff, and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national, and global challenges.

As part of our commitment to achieving this goal, UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the Advancement of Teaching:

1. 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.
2. The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

**Carnegie Community Engagement Classification**

The Carnegie Foundation’s Classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institution. The classification involves data collection and documentation of important aspects of institutional mission identity and commitments to

community engagement. UW Bothell will apply for the Carnegie CE Classification in 2019. Aspects of the Carnegie include:

- **Foundational Indicators**
  - Foundational Indicators describes the institution's mission statement, campus wide awards and celebrations, aggregation of assessment data of community engagement, marketing materials, and executive leadership support for community engagement.
  
- **Institutional Commitment**
  - Institutional Commitment describes the infrastructure (center, office, monetary resources), and systematic tracking, documentation, and assessment (impact on faculty, students, community partner, and institution) of community engagement.
  
- **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.
  
- **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. 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.). The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.

## **Appendix J: Sample Meeting Notes from Diversity/Community Engagement Council Subcommittee**

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*DRAFT NOTES: 1.30.2017*

Members present for this initial draft: Lisa Hall, Kara Adams, Alejandro Francetich, Claire Peinado, Cecilee Fernandez

### **Composition:**

The Diversity/CE subcommittee is comprised of members from both the Diversity Council and the Community Engagement Council. Both Councils can appoint members to this subcommittee. The ideal membership of the subcommittee would comprise of students, faculty, and staff, but does not necessarily need to be this composition.

### **History of composition:**

The Diversity Council appointed members to the subcommittee during its first retreat meeting in September. These members included Ceri Nishihara, Scott Kurashige, and Lisa Hall.

The Community Engagement Council took autumn quarter to articulate different subcommittees and appoint members to the subcommittee. Claire Peinado and Kara Adams initially presented at the Diversity Council during the retreat, and by de facto have been stepping in. Alejandro Francetich and Lisa Hall identified this subcommittee as top choices and both were appointed by the CE Council to the subcommittee.

NOTE: Lisa Hall is the only member of the subcommittee on both Councils. Discussion around the possibility of having more than one person sit on both Councils. Extra labor this creates for one person to sit on both Councils.

NOTE: The CE Council opens up involvement by non CE Council members on subcommittee working groups. During our recent meeting, members talked about only having representatives from the CE Council and Diversity Council on this subcommittee, not ex officio members.

In December, members of subcommittee noted a lack of student representation on Council, and asked members to go back to their Councils to seek out student membership. Cecilee Fernandez and Zakira Ali from the Community Engagement Council expressed interest in participating in the subcommittee.

### **Future composition:**

Suggestion to open up membership to both Councils again, with a deadline of mid-February.

**Chair:** Chair has not been determined. Role of Chair is still to be set. Kara Adams has been stepping in to set meetings and keep work moving, but would like to hand this role off to a different member.

### **Decision making:**

Diversity/Community Engagement subcommittee members should seek input from the larger CE and Diversity Councils. Need clarification on what authority the subcommittee has on decision making. Subcommittee work and processes looks different for both Councils - need to consult chairs of Councils and formulate a charge that articulate decision making authority of this subcommittee.

**Duration:** Ongoing subcommittee.

**Purpose of subcommittee:**

*Written by CE Council in process of defining different subcommittee's work:* Build a processes that ensure deep collaboration between diversity and community engagement efforts on campus. This group will focus on collaboration between the Diversity Council and Community Engagement Council. Group will initially focus on the use of the \$50K from the Chancellor's Office and Vice Chancellor for Academic Affairs to advance the integration of diversity and community engagement.

Not sure if Diversity Council has same purpose/goals for this subcommittee.



## Appendix K: Projected Budgets for FY2017

### Projected FY 2017 Budget Ask for Carnegie Community Engagement Classification

EXPENSE TYPE	DESCRIPTION	TOTAL ANNUAL AMOUNT (INCLUDING BENEFITS)
Miscellaneous Operations	Collaboratory CE database (\$6000 per/yr. + \$3000 startup cost)	9,000
Faculty Stipend	CE curriculum - faculty lead position	9,992
Miscellaneous Operations	Systematizing CE in curriculum development grants	20,000
Faculty Stipend	Carnegie assessment - faculty lead position	9,992
Salary Hourly	Student assistant (10 hr./per wk, 39 wk, \$15/hr) - data assessment	6,950
Miscellaneous Operations	CE assessment data storage	8,000
Miscellaneous Operations	Community partner focus groups and educational workshops: Assessment feedback loop	2,000
Miscellaneous Operations	Campus Compact Carnegie workshops	2,000
Consultant	CE assessment and P&T consultant	7,000
	<b>TOTAL</b>	<b>\$75,934</b>

**Projected FY 2017 Budget Ask for Community Engagement Council**

<b>EXPENSE TYPE</b>	<b>DESCRIPTION</b>	<b>TOTAL ANNUAL AMOUNT (INCLUDING BENEFITS)</b>
Stipend	Faculty co-chair	9,992
Stipend	Stipends for community partners representatives (\$500/partner x 7)	3,500
Travel	Parking and mileage for partners	100
Hourly Salary	Admin (Program Coordinator) Support (.05% FTE)	5,000
Miscellaneous Operations	Professional development for student representatives (conference registration and travel)	4,000
Supplies and Materials	Printing	200
Miscellaneous Operations	Attendance/sponsorship; community partner annual events	1,500
Miscellaneous Operations	CE/Diversity integration efforts (Diversity Center and Office of Research)	2,000
	<b>TOTAL</b>	<b>\$ 22,792</b>