



APPLICATION FOR THE  
2020 CARNEGIE COMMUNITY  
ENGAGEMENT CLASSIFICATION

**UNM Application  
For the 2020 Carnegie Community Engagement Classification**

**Submitted: Monday, April 15, 2019**

All narrative responses are 500 words maximum.

**Community Engagement Definition**

*Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and 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.*

**Applicant's Contact Information**

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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**I. Campus and Community Context**

**A. Campus**

*Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data and Carnegie Basic Classification data.*

Founded in 1889, the University of New Mexico (UNM) is New Mexico's flagship research university and the state's only Very High Research (R1) university as classified by the Carnegie Classification of Institutions of Higher Education. A minority-majority, Hispanic-serving institution (2018 = 43.2% Hispanic enrollment), the university extends across 1,700 acres in a network spanning the northern half of



New Mexico. The Main Campus stands upon the territory of Tiwa-speaking peoples, including the Pueblos of Sandia and Isleta, whose historical relationship with these lands continues to this day. UNM employs 21,595 people statewide, including employees of UNM Hospital. Our Health Sciences Center is the state's largest integrated health care treatment, research, and education organization, addressing 900,000 patient visits a year. With branch campuses in Taos, Los Alamos, Valencia, and Gallup, two hospitals, and an extensive clinic network, the University serves a broad range of constituents, including Navajo tribal communities, pueblo peoples, and diverse rural and urban constituents. In 2017-18, UNM educated more than 40,000 students and granted 6,877 degrees.

UNM unites three commitments:

1. delivering broad educational access to students from historically underserved communities,
2. providing health services to an underserved population, and
3. developing competitive research and creative works.

Meeting all three of these commitments and, indeed, leveraging our research and creative capacity to improve the well-being of students, patients, and all New Mexicans, represents the defining and ongoing challenge for our institution. Our four-year graduation rate is 34.5 percent and our six-year graduation rate is 49 percent.

The current UNM Mission Statement reflects the university's significant role and responsibility in serving the diverse peoples of the state and region by providing education, research, and health and public services:

*UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.*

### **B. Community**

***Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.***

New Mexico (population 2.09 million) is rich in history and culture, but more than 20 percent of residents live in poverty and the unemployment rate is nearly seven percent (in some counties that rate reaches well above 20 percent). The child poverty rate in our state is the worst in the country at more than 30 percent, with 35 percent of children under the age of five living in poverty. The economy in our state is buoyed by the service industry, defense (we have three national scientific laboratories, White Sands Missile Range and three Air Force bases), local and federal government, healthcare, and—to a large extent—oil and gas, which creates an irregular and inconsistent outlook for both the public and private sectors. The federal government is the state's biggest employer. More than one-third of the land in New Mexico is protected by the federal government, employing people in agencies such as the National Park Service to protect national parks and historic sites. While the state has in the past decade seen a slight growth in economic

activity, most of that activity can be traced to a few industries in a few counties rather than a broad reversal of the state's fortunes. Economic inequality, high rates of working poor, lack of funding for early childhood education, and lack of funding for higher education are just a few of the underlying issues that perpetually affect the state.

Over the past century, the rural population in New Mexico has decreased to 22.6 percent in 2010 from 85.8 percent in the 1910 Census. Despite following the national trends in rural population decrease, New Mexico continues to have a higher percent of rural areas compared to the national average. Of New Mexico's 33 counties in the state, seven are identified as 100-percent rural and an additional six identify as mostly (above 50 percent) rural. While the remaining 21 counties are considered urban, many of those still have higher concentrations of people living in rural areas and away from urban centers. Even the top highest populated counties have between 20 to 30 percent of peoples living in rural areas. There are 23 Indian tribes located in New Mexico, including 19 Pueblos, three Apache tribes (the Fort Sill Apache Tribe, the Jicarilla Apache Nation and the Mescalero Apache Tribe), and the Navajo Nation. New Mexico has the second largest percentage of Native Americans in the United States (following Alaska).

The state's economic pillars are tourism, manufacturing, federal government spending, and its natural resources (New Mexico is the seventh-largest state in energy supply to the nation). While much of the state's income is derived from oil and gas, there is remarkable potential for developing infrastructure for alternative energy sources. Also known as The Land of Sunshine, the state has, on average, 320-plus days of sunshine per year. And with its expansive land, New Mexico has many solar and wind energy projects that provide electricity to neighboring states such as Texas, Arizona and California.

## **II. Foundational Indicators - Required Documentation. Complete all questions in this section.**

### ***A. Institutional Identity and Culture***

#### ***1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?***

☐ No ☒ Yes

##### ***1.1. If Yes, quote the mission or vision:***

The University of New Mexico Mission Statement is as follows:

*The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs.*

- *UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.*
- *Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.*
- *Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.*

#### ***2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?***



☐ No ☒ Yes

**2.1. If Yes: Describe examples of campus-wide awards and celebrations that formally recognize community engagement:**

The University celebrates and rewards community engagement on several different levels, with awards and events that recognize contributions made by staff, students, faculty, alumni and external partners.

**COMMUNITY ENGAGED RESEARCH LECTURE AWARD**

Beginning in 2016, the Office of the Vice President for Research, in partnership with the Faculty Senate Research Policy Committee and the Office of the Provost, established the Annual Community Engaged Research Lecture (CERL) Award that demonstrates this interaction between higher education and the broader community. The CERL recognizes exceptional scholarly work that embodies UNM's commitment to community engagement and profoundly and systematically affects the relationship between the university and the larger community in a positive and meaningful way. The nominee must be an active, full professor or exceptional associate professor at the time the nomination is submitted.

**COMMUNITY SERVICE AWARDS**

*Sarah Belle Brown Community Service Award*

The Sarah Belle Brown Community Service Award recognizes the volunteer service work done by members of the UNM community for the good of the greater community. This award recognizes one faculty member, one staff member, and one student who serve as examples of social responsiveness and who have, over an extended period of time, donated considerable personal time and effort advancing the UNM's public service mission beyond the general scope of their professional or academic assignment.

*Luminaria Award*

The Luminaria Awards, established by the Division of Equity & Inclusion, recognize individuals and organizations that have lit the path in areas of diversity, equity, inclusion, or social justice. Each year the awards are given to two faculty members, two staff members, two students, and one community organization. Their commitment can be evident in recruitment and retention of underrepresented groups; teaching, research and/or service; multicultural or cultural awareness programming, social justice organizing, community outreach or other similar activities.

*Louie Award*

The Division of Student Affairs celebrates contributions to the betterment of student life via the Louie Award, an annual event that allows the campus community to nominate individuals for various awards. Every year, one Louie Award for Community Service is given to student leaders who have been actively involved in a community-engaged project for at least one year.

**ALUMNI AWARDS**

*Zia Award*

Honors New Mexico residents with a UNM degree who have distinguished themselves in any one or more of the following categories: philanthropic endeavors, public office, service to the University, community and volunteer activities, and/or business professional fields, or educational fields.

*Inspirational Young Alumnus Award*

Recognizes significant contributions by an individual, whether through professional achievement or community service. Recipients demonstrate a commitment to excellence in post-academic life and an ongoing commitment to professional work, research, multicultural relations and/or volunteerism, while being recognized as an emerging leader.

## ***B. Institutional Assessment:***

### ***1. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?***

☐ No ☒ Yes

#### ***1.1. If Yes: Describe the mechanisms for systematic assessment:***

In 2012, the University began its 2020 Strategic Planning initiative, an open and inclusive process engaging more than one thousand stakeholders in live and virtual sessions, produced attributes reflective of UNM in 2020. University leadership engaged in developing seven transformative goals, each with individual objectives and strategies. Concurrent with drafting the goals, the university community began an interactive process of developing specific objectives or targets that, if achieved, will produce accelerated and measured progress toward UNM 2020. While each of the seven goals developed is significant to how the University engages community, three of the goals explicitly aim to address how the University facilitates university-community partnerships and enhances the ways in which university faculty, students, and staff engage with community.

In 2017-2018, we instituted a Refresh of our Strategic Plan, revisiting the goals initiated by the UNM, community and Board of Regents to assess progress made. We launched a "Redesigning the University" initiative, creating six task forces to evaluate the demographic trends/shifts, socioeconomic changes, student needs, and advances in teaching and learning. Specifically, Task Force 5 was charged with "investigating new and better ways of engaging UNM with the local community." This task force, comprised of students, faculty, alumni and community members, evaluated the role UNM plays in the local community and identified new and innovative ways of enhancing those engagement efforts. A feasibility study is currently being conducted for implementation.

Additionally, the University regularly conducts a bi-annual "Community Image & Perception Study," the most recent of which was administered in June 2018. The statewide survey (n=651) focuses on areas of teaching, research, service, affordability and a number of other dimensions, including community service and fulfilling the needs of New Mexicans. In the 2018 survey, 41 percent of respondents gave UNM high marks for its service to the community, while one third of respondents ranked UNM high for "listening to the concerns and needs of New Mexicans."

In March 2018, UNM welcomed its 23<sup>rd</sup> president, Dr. Garnett S. Stokes. President Stokes' first order of operation was to embark upon a 19-day statewide listening tour, covering more than 4,000 miles, 33 counties, 38 cities and three of New Mexico's largest Indian Reservations. During her tour, several themes emerged, including the expansion of healthcare workers throughout the state, increasing Tribal engagement, and creating and supporting meaningful community-based internship opportunities for UNM students.

UNM recently launched its first Grand Challenges Research Initiative, seeking to use UNM's researchers to collaborate with the broader statewide community to address problems of global, national and regional significance. On Feb. 5, 2018, President Stokes announced UNM's three Grand Challenge research areas that will require high levels of interdisciplinary research, community connection and scholarly innovation:

- Sustainable Water Resources
- Successful Aging

- Substance Use Disorders

The Grand Challenges Community Connections Committee is charged with engaging community stakeholders, external researchers and institutions in GC research. This committee will ensure that research teams engage in substantive community outreach and connections and leverage input from external stakeholders.

**2. Does the institution aggregate and use all of its assessment data related to community engagement?**

☐ No ☒ Yes

**2.1. If Yes: Describe how the data is used:**

Much of the data we have collected around community engagement initiatives has been collected through existing data sources (i.e. departmental annual reports, strategic planning documents, faculty productivity reports, etc.). We are in the process of developing a more cohesive reporting plan and centralized unit to track, monitor and evaluate community engagement activities across the spectrum of teaching, research, service and economic development activities that our institution undertakes. As with most institutions, the task has been to identify current data sources (i.e. faculty dossier reporting systems, Banner systems, Office of Institutional Analytics, Enrollment Management, Foundation, etc.) and to unify them into a central database/reporting system that could be easily accessible to both internal and external stakeholders who are interested in how the University impacts the broader community. The challenge has been identifying resources (financial and human) to build this central repository and how to protect the faculty data and how it is utilized. These challenges remain and are being addressed at the Provost level.

The Health Sciences Center uses the data collected to create programming and outreach focused on improving a state's population's health and health equity as a measure of the institution's success. To fulfill this vision, all colleges, schools, departments and programs at UNM HSC have incorporated into their annual performance plans how their education, service, and research enterprises will measurably improve the health of New Mexico. As a result of the outreach and planning process, the HSC *"recognized it could be more accountable to communities' health priorities by enhancing alignment between community needs and HSC's educational, research, and clinical service programs."* Vision 2020 aims to focus the institution and its resources on initiatives that *"strengthen community capacity and respond to community priorities."* As such the recommendations developed included the development of pipeline education and workforce development programs, community-driven and community-focused research, and community-based innovations in clinical service, from TeleHealth to "health extension."

**C. Institutional Communication**

**1. Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?**

☐ No ☒ Yes

**1.1. If Yes: Describe the materials that emphasize community engagement:**

Schools, colleges, and programs across the University maintain their own websites and produce their own internal and external publications and marketing materials. Many of these units prominently feature all community education, outreach, research, and service initiatives occurring throughout the campus, as well as local city projects, state and national initiatives, and international programs and projects that highlight engagement and impact. Additionally, units develop and publish their own publications that feature



faculty, staff, and students who serve the public good and engage with the community. Below are just two examples of the many ways in which UNM features community engagement and outreach in its publicity and marketing materials.

The University of New Mexico's main website is managed by the University Communications and Marketing (UCAM) office. UCAM's mission is to share stories that show how the state's flagship university enriches our local and global communities. UCAM aids news media, government agencies and the public seeking information about the university and serves all UNM communities through news information services, marketing and branding. Community engagement programs and initiatives are regularly represented on the main page of UNM's website. Every few weeks, the website highlights a community-based research project, partnership, or course, and is prominently featured on the front page. Additionally, the University Communications and Marketing recently launched its new UNM Newsroom site, through which community-based research, teaching, partnerships and outreach projects and programs are highlighted and celebrated. Many units across campus utilize social media as a means for highlighting their program's engagement and outreach activities.

The UNM Health Sciences Center (HSC) features a website to which community outreach and engagement is extensively referenced. Prominently featured is the "In the Community" section of the website, which features links to the HSC's Vision 2020 Strategic Planning initiative, the Office of Community Health, and the Office of Diversity. The Community link connects community members to study programs, educational opportunities, and services and resources, as well as community service and volunteer opportunities for faculty, students, staff, and community members. The People and Places link provides visitors with statistics and detailed information about local, regional, and national health issues being addressed through UNM HSC projects, including County Health Report Cards that provide health statistics, health care provider data, and a listing of HSC efforts in education, service, and research aggregated for each county in our state. Finally, the Diversity link highlights all of the community initiatives organized by that office, including major partnerships with community organizations such as local and state public schools, tribal partnerships, and community health organizations. The site also features information on outreach approaches such as the Health Careers Opportunity Program (HCOP) Outreach Fellowship program and the Diversity Visiting Scholars program. Additionally, HSC Newsbeat features a Community link that highlights news stories related to the campus' engagement and outreach efforts.

**2. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?**

☐ No ☒ Yes

**2.1. If Yes: Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:**

In her very first letter to the UNM community (Nov. 17, 2017), President Stokes spoke of "*the importance of building relationships with the citizens whom the institution serves*" and committed her presidency to "*being one of inclusion, engagement and intent, at all levels.*" In her installation speech (May 12, 2018), President Stokes introduced the theme for her first years as president as "Intention & Impact," stating:

*"We engage the public which we serve to advance knowledge, stimulate social and economic progress, and improve our everyday lives... We don't just award diplomas. What we give to our students is opportunity, to our patients is world-class healthcare, and to our communities a lifelong partner in innovation and prosperity.... The world we change may be our own, our*

*family's, our community's, or, indeed, everyone's. There is no end to how we can imagine ourselves individually or as a university if we act with intention to realize a positive and far-reaching impact."*

As mentioned previously, President Stokes also undertook in her first days in office a 19-day statewide listening tour during which she covered more than 4,000 miles, travelled through 33 counties, and visited 38 cities along with three of New Mexico's largest Indian Reservations. The tour resulted in a report highlighting the *"critical work taking place at those campuses to serve the needs of New Mexicans,"* (State of the University Address, Sept. 17, 2018).

In her 2018 State of the University Address (Sept. 17, 2018), President Stokes noted that, during and following her tour of the state, she heard from community members that, *"we can do even more; in fact, people kept telling me, communities across our state want the University of New Mexico to do even more."* She continued:

*"Throughout my tour of the state, I heard again and again how UNM needs not only to better respond to the needs of our communities—urban and rural, native and non-native, business and non-profit sectors, immigrant and underserved—but also to build on the University's strengths in ways that translate more effectively the value of our research and teaching to serve and support all New Mexicans."*

In addition, she has most recently been working with the UNM Office of the Vice President for Research and the UNM Health Sciences Center Office of Research in launching and promoting the University's Research Grand Challenges Initiative. (Feb. 22, 2019)

*"I think this is a great day for all New Mexicans,. A commitment to the well-being of the state is among the most important callings of a public institution of higher education, particularly one that is designated by its mission as the flagship university. It's also one of its greatest values to the citizens of a state. By addressing Grand Challenges, we will effect meaningful changes for our communities, our state, and the world. Grand Challenges broaden our student and faculty perspectives to better serve New Mexico and provide opportunities to collaborate through interdisciplinary research and problem-solving."*

### **3. Is community engagement defined and planned for in the strategic plan of the institution?**

☐ No ☒ Yes

#### **3.1. If Yes: Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:**

In 2015, following our failed attempt at the Carnegie designation, a Recommendation Report for outlining a plan for developing a concrete community engagement agenda for the university was developed. These recommendations included the following (some of which have been enacted and are in progress and others which were tabled for future consideration):

Recommendation No. 1: Encourage senior administration to make a public commitment to community engagement as an institutional priority worthy of time and resources. *(In Progress)*  
Recommendation No. 2: Create a central structure (office or institute) responsible for coordinating, monitoring, and tracking all community engagement initiatives.  
Recommendation No. 3: Create a Council for Community Engagement to ensure that strategic goals and objectives are executed and accomplished.

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

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

In 2017, the UNM 2020 Strategic Plan Refresh was adopted, building upon the vision and strategic plan developed with input from over a thousand university participants. We are now positioned to build on these successes and chart our course for the next several years. The campus community was encouraged to engage in this process by reviewing our proposed strategies and objectives and providing comments and suggestions. The initial 2020 Strategic Plan categories were as follows:

1. Becoming a destination university
2. Preparing students for lifelong success
3. Promoting institutional citizenship and inclusive excellence
4. Enhancing health and health equity in New Mexico
5. Advancing discovery and innovation
6. Ensuring financial integrity and strength of the University
7. Advancing and accelerating economic development in our community

In 2017-2018, we instituted a Refresh of our Strategic Plan, revisiting the goals initiated by the UNM, community and Board of Regents to assess progress made. The seven (7) categories were further fleshed out into ten (10) additional perspectives upon which we would focus. Of those ten perspectives, the following specifically address the implementation of more clear community engagement goals.

- The Student Experience
  - Networks for Academic, Civic, Professional & Social Engagement
- Institutional Culture
  - Culture of Integrity, Social Responsibility, Mutual Respect and Innovation
- Strategic Partnerships
  - Robust public/private relationships for Economic Development

#### ***D. Institutional-Community Relations***

##### ***1. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?***

☐ No ☒ Yes

##### ***1.1. If Yes: Describe how the community’s voice is integrated into institutional or departmental planning for community engagement:***

UNM features several disparate, but interconnected, avenues for seeking, facilitating and implementing community input in relation to institutional and departmental planning for engagement. These mechanisms are both formal and informal and are designed to facilitate meaningful dialogue with external stakeholders, gain understanding of community perceptions, formulate comprehensive vision and strategic areas of focus for the institution and advance institutional priorities based on a broad understanding of community needs.

The UNM Office of Government & Community Relations represents the interests of the University of New Mexico by serving as the University’s lead advocate with elected and appointed officials, their staffs



and government bodies. The mission of this office is to build and strengthen relationships with the University's constituencies and encourage investment in and support for UNM, its programs and its initiatives. Additionally, the Office of Community Engaged Learning & Research serves as an entry point provides avenues for community members to access campus resources, make connections with faculty, leadership or student groups, and promote mutually beneficial university partnerships in teaching, learning and research.

Community voice and contributions are also welcomed across all colleges, departments and administrative units across campus. These community forums vary from expansive college partnerships to smaller autonomous departments or units that facilitate their own means of gathering input from community partners at the local, state and global level. To name just a few examples:

- The STC.UNM, the university's science and technology transfer center and office for economic development, hosts The UNM Rainforest Forum, which provides input and guidance to STC.UNM on economic development and serves as an advisory council to STC.UNM and the UNM President is critical to the success of UNM's economic development initiatives.
- The Indigenous Design & Planning Institute (iD+Pi) in the School of Architecture & Planning (SAAP) established the New Mexico Tribal Planner's Roundtable, an assembly of practitioners and planners from many of the tribes in New Mexico who meet to discuss issues common to them, share about the projects they are working on, and discuss best practices and solutions to planning problems. The Roundtable is also used for networking and for identifying resources that are available to tribal planners.
- The College of Education (COE) is the institutional host for the New Mexico Coalition for School Administrators (NMCSA), an association that represents K12 school administrators across the state of New Mexico. The governing board has representatives from 10 affiliates, six administrative units, and the Public Education Department. Overall there are about 1,500 individual members of NMCSA. Representatives attend meetings of legislative interim committees and agency meetings affecting education.
- The Health Extension Rural Offices (HEROs) aims to link UNM's health sciences programs and resources to rural and underserved communities across the mission areas of education, clinical service, research and health policy. HERO agents live in communities around the state, bringing latest research and health care practices to communities and strengthening community capacity to address local health problems.

## ***E. Infrastructure and Finance***

### ***1. Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?***

☐ No ☒ Yes

***1.1. If Yes: Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:***

In 2015, the Office of Community Engaged Learning & Research (CELR) was formed as an interdisciplinary, university-wide office committed to supporting community engaged scholarship and teaching. CELR supports experiential learning opportunities for students, assists faculty with their community-based teaching and scholarship, and facilitates mutually beneficial campus-community partnerships. The CELR features one director and a Community Partnerships Coordinator responsible for

supporting university-community partnerships to further social profit initiatives, students' experiential learning and the mission of the university to actively support social, cultural, and economic development in our communities.

Additionally, the position of Director of Community Engagement Initiatives was created within the Office of the Provost and Executive Vice President for Academic Affairs in January 2018. The purpose of this position was to further support institutional strategic planning and implementation of community engagement policies and monitoring. The Director's role is to:

- Define categories for community engagement reporting within the Faculty Annual Reporting software currently being developed;
- Set up standards for data reporting from major units involved in community engagement work;
- Coordinate UNM's ongoing work for successfully applying for the Elective Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching; and,
- Report routinely to the Provost regarding opportunities, challenges, and dynamics within UNM's broad community engagement endeavors.

The Community Engagement Center (CEC) was founded to better utilize the assets and resources at the University of New Mexico to meet community identified needs through long-term civic engagement. The Center operates under the auspices of the Vice Chancellor for Community Health at the UNM Health Sciences Center and has one director, one program coordinator, and one graduate assistant. The CEC also houses the Public Allies of New Mexico program, the local chapter of the national Public Allies network that committed to advancing social justice and equity by engaging and activating the leadership capacities of our young people. During the most recent academic year there were five CEC interns, 30 Community Health and Justice Corps members, five Tribal Service Corps members, 80 Education Justice Corps members, and 30 racial and Economic Justice Corps members. The students apprentice with strong community leaders in over 40 community-based organizations in some of Albuquerque's lower socioeconomic communities.

The UNM Health Sciences Center houses several major centers and programs aimed at engaging community in meeting this goal. Examples are the Office of Community Health, which coordinates several major initiatives including Health Extension Rural Offices (HEROs), the Center for Participatory Research, which supports networks of research with community partners addressing health disparities, the Institute for Indigenous Knowledge and Development, which partners with community groups, organizations, and government agencies to develop sustainable solutions and creative pathways for improving the health and wellbeing of Indigenous people, and the Prevention Research Center, which address the health promotion and disease prevention needs of New Mexican communities through participatory, science-based, health promotion and disease prevention research.

***2. Are internal budgetary allocations dedicated to supporting institutional engagement with community?***

☐ No ☒ Yes

***2.1. If Yes: Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:***

UNM's Public Service budget includes all activities established primarily to provide non-instructional services for individuals and groups external to the Institution. Accounts included in this function are KUNM, KNME-TV, Institute of Public Law, University Press, Poison Control Center, and many others. The internal allocation of resources for programs and initiatives that involve engagement with community

occurs at the unit level, with colleges receiving money based on existing programs and plans for future community engagement activities. Below are some examples of 2017-2018 budgetary allocations at the unit level.

- Robert Wood Johnson Center for Health Policy: Permanent operational budget is \$23,000 that supports staff and operations and supports faculty fellows in their research and travel.
- Harwood Foundation: Operational budget of \$400,000 supports staff, education and outreach programs, and strengthening the museum's collection and acquisitions.
- KUNM: Independent public radio station has a \$1.5 million budget that supports administrative and technical staff.
- Spanish Colonial Research Center: A partnership with the U.S. Parks Service has an operational budget of \$143,000 that supports office and administrative staff, travel and research expenses, and student employees.
- Engaging Latino Communities for Education (ENLACE) New Mexico in the Office of Diversity and Inclusion operates with a \$119,000 budget that supports administrative and support staff, student work study employees, and \$30,000 in scholarships and fellowships.
- UNM Art Museum has a \$38,000 budget for operations and education and outreach programs.
- Maxwell Museum of Anthropology has an \$228,000 budget for operations and education and outreach programs.
- The Institute of Public Law has an \$1.9 million budget that supports operations and staff and institute programs to support the public.

***3. Is external funding dedicated to supporting institutional engagement with community?***

☐ No ☒ Yes

***3.1. If Yes: Describe specific external funding:***

The New Mexico Department of Higher Education annually allocates Research and Public Service (RPSP) funding to programs that directly impact state agencies and regional policy initiatives, linking them to academic and professional resources. The total annual allocation is regulated by the New Mexico State Legislature, which continuously funds some programs (some for decades) and solicits proposals from new RPSP programs based on institutional and legislative priorities for that year. UNM currently received funding for more than 30 programs across both main campus and our Health Sciences Center. Total RPSP funding for AY 2017-2018 for main campus alone was \$4.5 million. Below are a sampling of 2017-2018 RPSP funded programs from our main campus (not including the Health Sciences Center):

- Bureau of Business and Economic Research (\$350,000), which generates critical data on the New Mexico population and its industries, providing an annual forum for education of data users (The New Mexico Data Users Conference, now in its 20th year) that continues throughout the year through ongoing educational outreach efforts and dissemination of data through the Geospatial and Populations Studies and educational and training sessions for all New Mexico State Data Center affiliates.
- Veterans Resource Center (\$200,000), which advocates for the success of student veterans and their affiliates on campus and within the community.
- The Utton Transboundary Resource Center (\$317,000), the only academic center in New Mexico dedicated to water and natural resource law and policy. The Center identifies and develops legal and policy solutions for natural resource challenges facing our State and region, based on an expert understanding of the state's natural resource management practices and serves the state's decision-makers, educators, students, and citizenry through research, analysis, educational opportunities, and collaboration to support sustainable management of shared natural resources.



- Judicial Selection (\$21,000), which under the New Mexico Constitution, is charged with sending a short list of names to the Governor for each judicial vacancy. There is no other entity in the state that duplicates or performs these services.
- KNME-TV (\$1.9 million), the state's only PBS public television station, which provides a broad base for education from early childhood education to post graduation lifelong learning.
- Southwest Indian Law Clinic (\$193,000). The SILC law students learn to practice law in state, tribal, federal courts and other venues, while representing indigent clients, tribal peoples and communities.

#### ***4. Is fundraising directed to community engagement?***

☐ No ☒ Yes

##### ***4.1. If Yes: Describe fundraising activities directed to community engagement:***

The mission of the University of New Mexico Foundation is to raise, invest, and manage private gifts through the cultivation of long-term partnerships with donors and matching their interests to the University's priorities. Private or public donors who wish to contribute funds to specific UNM units -- either academic or non-academic -- can do so by establishing a fund in the name of that unit. Any funds accrued within that unit are spent at the discretion of the unit supervisor (i.e. provost, dean, chair, program director, etc.). The UNM Foundation currently manages more than 2,400 funds for units across the University of New Mexico totaling more than \$325 million in assets. In 2012-2013, the Foundation raised more than \$81 million. Fundraising for community engagement programs and initiatives occurs at the institution, school/college, and program levels. Any unit can raise funds for community-based projects.

In the 2017-2018 academic year, the UNM Foundation raised more than \$13 million in gifts for Public Service, including community partnerships and outreach programs. Below are some examples of major funds dedicated to public service and community engagement.

- \$201,931: The Sarah Belle Brown Community Service Award recognizes the volunteer service work done by members of the UNM community for the good of the greater community.
- \$823,790: Community Service Engaged Scholarship Fund at the School of Architecture and Planning.
- \$506,714: Spring Storm Community Experience facilitated by the Dean of Students Office and the Associated Students of the University of New Mexico (ASUNM).
- \$542,902: Summer Law School Camp for middle school students sponsored by the College Prep Program UNM School of Law.
- \$609,080: The UNM Valencia Branch Campus STEM Endowment provides scholarships to Valencia campus students.

#### ***5. Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?***

☐ No ☒ Yes

##### ***5.1. If Yes: Describe specific financial investments and how they are aligned with student engagement strategy:***

Below are examples of community engagement/community development programs and initiatives that are funded by the University.

HSC Office of Community Health's *Pathways to a Healthy Bernalillo County* (UHP) is designed to reduce unmet needs, address health inequities, and improve the overall health of the residents of Bernalillo County. It focuses on positive health outcomes by utilizing community health navigators as care coordinators who connect at-risk residents to resources and follow their progress toward improved health outcomes. The program is administered through the University of New Mexico Health Sciences Center, Urban Health Partners (under the Office for Community Health) under an agreement signed between the University of New Mexico Hospital (UNMH) and the Health Sciences Center. Under this agreement, UNMH transfers no less than \$800,000 per year for the duration of the mill levy (2009-2017) to the UHP. In turn, approximately 82% (\$660,000) of this amount is contracted out to thirteen (13) community-based organizations in Bernalillo County through a competitive process.

*Innovate ABQ*, a \$7.5 million partnership between the university, other local educational institutions, city and state government agencies, and community partners, is designed as a UNM community and economic revitalization initiative. Housed within Innovate ABQ will be UNM's Innovation Academy, where UNM faculty can pilot new pedagogies that offer a more robust means of incorporating real-world problems into the classroom. The Innovation Academy will serve as a living, learning, and working environment where students, faculty, and community partners will work together to some of the big problems Albuquerque and the State of New Mexico face. The UNM Regents Endowment Fund has committed an initial \$700,000 to purchase property in downtown Albuquerque. That, along with \$2 million from the City of Albuquerque, \$3 million from the New Mexico Educators Credit Union, \$1 million from Bernalillo County, and a \$1.5 million grant from the Economic Development Administration in the U.S. Department of Commerce, will allow purchase of the property and will cover initial master planning costs.

***6. Do the business operation of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?***

☐ No ☒ Yes

***6.1. If Yes: Please describe business operation practices tied to the local community:***

The economic development operations for UNM are organized under the management of STC.UNM, UNM's technology-transfer organization. The STC.UNM aligns economic development with UNM's ongoing investment in intellectual property, technology commercialization, and the creation of start-up companies and is structured as a business non-profit with a governing board of 60% representation from the community and 40% representation from UNM, which fosters a positive interaction between the university and its community.

In November 2018, UNM received a 10-year designation as an Innovation and Economic Prosperity (IEP) University from the Association of Public and Land-grant Universities (APLU), which acknowledges the university as a leader in working with its state and regional public and private sector partners to support economic development through a variety of activities, including innovation and entrepreneurship, technology transfer, talent and workforce development, and community development.

In April 2018, the STC.UNM completed a report on UNM's economic impact on the state of New Mexico. The report looked at four major ways UNM contributes to the New Mexico economy by analyzing university operations, student expenditures, alumni human capital and technology transfer during fiscal year 2017. Combined, these four components produced approximately 24,985 jobs, \$3.5 billion in annual employee compensation and \$3.1 billion in economic output.

Key report findings include the following:

- Fifty-eight (58) percent of UNM's living alumni (184,000) have a New Mexico address. Each year, UNM alumni earn roughly \$2.3 billion more than they would with just a high-school diploma and spent \$982.4 million (42 percent of income) on locally produced goods and services and state and local taxes.
- Without UNM graduates' increased earnings and spending, the New Mexico economy would have 7,313 fewer jobs, generate \$2.6 billion less in wages and salaries, and produce \$933 million less in economic output.
- In 2017, STC supported the creation of 12 startup companies. STC currently has 73 active startups, 40 (55 percent) of which are located in New Mexico. Between 2014 and 2017, the number of NM-based, STC-affiliated startups increased from 23 to 40. STC active startups generated 448 New Mexico jobs, \$28 million in wages and salaries, and \$56.1 million in total economic output.
- Innovate ABQ's proposed bioscience business incubator, supported by a \$1 million federal grant, is expected to create 155 jobs and leverage \$2.5 million in private investment.

Although the impact report focused on how UNM contributes to jobs creation, higher salaries, and workforce productivity in the state, other UNM benefits that improve quality of life could not be measured and monetized. Community service activities and programs offered through UNM that add a great deal to the New Mexico economy, such as law clinics, healthcare clinics and access to art and culture, also could not be measured because UNM currently has no centralized inventory system and no uniform way to assess impact from such a diverse array of offerings.

#### ***F. Tracking, Monitoring, and Assessment***

##### ***1. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?***

☐ No ☒ Yes

##### ***1.1. If Yes: Describe systematic campus-wide tracking or documentation mechanisms:***

Like many large public research universities, UNM has struggled with centralizing data collection and reporting systems around our community engagement endeavors. After being denied the Carnegie elective designation during the 2015 cycle, many conversations occurred around how to fulfill the needs of leadership, faculty, staff, students and external stakeholders in the development of a system that would assist with tracking, monitoring and measuring the impact of UNM's activities. Currently, data collection around community engagement continues to be facilitated through regular communication with reporting units, information collected through existing data systems (i.e. Banner, etc.), web communications and newsletters, annual faculty activity reports, annual reports from academic and administrative units, and assessment reports from academic units.

Over the past four years, many proposals have been put forward and parameters for data collection were identified; however, these conversations usually dissolved once the discussion came to who would build it and who would pay for it. As UNM has been budget strapped for several years and with other initiatives taking priority, institutional funding is being explored to bring this project to fruition.

That said, UNM continues to be committed to exploring ways to monitor and measure teaching and research that explicitly involves partnerships with community organizations. Our goal is to create a database that compiles basic information about the hundreds of programs and activities that benefit the



community, including health clinics, public lectures, service-learning courses, professional development, summer camps, and more. Due to the breadth of these community engagement projects, we are in the process of developing a seamless method for aggregating, tracking, reporting, and build awareness of hundreds of community engagement activities for planning, reporting, and recognition purposes that fits within our budgetary restrictions and also utilizes current systems to avoid duplication and overburden faculty and staff with data entry.

Some examples of the data this tool would collect include:

- Basic activity details
- Impact areas, target populations
- Expected and achieved outcomes for community and university partners
- Thematic or topical focus of the activity
- Community organizations or participants involved/community organization profiles
- Engagement throughout the curriculum, including course descriptions, syllabi and student learning objectives
- Faculty and staff profiles/primary areas of scholarship
- Institutional department profiles

Our ability to track such information will help us facilitate measurement of activities, identify patterns of engagement, and provide ongoing data collection to convene people and resources around important community priorities. It will also, ideally, help us analyze the data it collects to document trends across campus. As such, the instrument designed would have to allow the University to:

- Create/pull individual, office, and unit-level profiles for reporting, awards, and recognitions;
- Capture data and contact information for community partners; and
- Easily run descriptive statistics and visually display community engagement data at the individual, department, and/or unit level.

***2. If Yes: Does the institution use the data from those mechanisms?***

☐ No ☒ Yes

***2.1. If Yes: Describe how the institution uses the data from those mechanisms:***

Currently, the use of the data gathered through these mechanisms is decentralized. Data collected from outreach initiatives or research partnerships is tracked, coordinated, and reported by individual schools, colleges, and programs. The information is then used by those units to prepare annual reports or for other applications to give a perspective on the quality and extent of engagement initiatives. The university is currently exploring how the utility of the data collected can be fully realized in elucidating the impact that community engagement endeavors impact our students, the local and state economy, and larger societal challenges.

***Legislative Inquiries***

As a state-funded institution, UNM often receives requests from legislative bodies within the state government regarding the breadth and scope of our programs beyond matriculating students. Inquiries from the State Higher Education Department often seek data on the university's public and community service projects that are directly funded by the state. Requests such as community service hours committed by faculty, staff and students to K12 initiatives, workforce development and civic engagement are challenging to answer. UNM does not yet systematically track across the institution the hourly community and public service contributions made by faculty, staff or students. Nor do we systematically

disaggregate programs based on requested categories. As such the data we often provide are best estimates based on the data that we do have number of courses that are designated as service-learning courses and an average estimated number of hours students engage in activities outside classroom instruction and have them interact and engage with community on public issues.

#### *Impact on Community Health*

The HSC Office of Community Health tracks health issues by county in the state and reports them via annual County Health Report cards, which are distributed internally and made available publicly. It also tracks HSC Outreach activities by county and provides a searchable database (via an interactive map of the state) that, annually per county, identifies:

- the number of educational, research, and clinical activities;
- the number of people being served;
- the number of community hours; and;
- a list of community partner organizations with which each unit (i.e. Nursing, Pharmacy, Medical, etc.) has worked.

#### *Statewide Educational Policy*

The Cradle-to-Career Policy Institute researches and communicates knowledge about education policy to diverse audiences; collaborates with policy makers and other researchers on systemic policy change; and educates researchers and policy makers about the value of data-driven policy making. CCPI helps faculty, staff, leadership, and policy makers by facilitating and expanding education policy research across the University and enhancing communication among university-based researchers, policy makers, and practitioners statewide. CCPI provides consultation, planning and evaluation services for education related agencies and constituencies, encouraging the use of research in policy action and improvement of practice, helping to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.

### ***3. Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?***

☐ No ☒ Yes

#### ***3.1. If Yes: Describe the definition and mechanisms for determining quality of the community engagement.***

Over the past five years, the university has made recommendations that assists colleges, departments and faculty members in developing community engaged initiatives that are mutually beneficial and address the needs, outcomes and limitations of all stakeholders. Two examples of these measures are as follows:

In March 2017, the Working Group for Community Engaged Scholarship in Tenure & Promotion, comprised of tenured faculty from each college and school on campus, developed recommendations for the evaluation of faculty whose scholarly work explicitly engages external communities as a means of fulfilling the public mission of the university and their respective disciplines. These recommendations were provided to the Academic Freedom & Tenure Committee for potential adoption into the Faculty Handbook and were endorsed and distributed by the Office of the Provost and Executive Vice President for Academic Affairs, the Senior Vice Provost, and the Associate Provost for Faculty Development as guidelines for evaluating faculty who do community engaged scholarship. Deans, program directors and chairs all received these recommended guidelines and criteria and were asked to form committees to determine whether or not they could adopt these within their own disciplinary areas.

Additionally, over the past several years the Office for Community Engaged Learning & Research has been working to expand a course designation process for service-learning and community-based research (SL/CBR) courses. The Service-Learning Advisory Board was formed in 2015 to develop a set of essential qualities for designated courses and to begin conversations about systematic campus-wide Student Learning Outcomes (SLOs) and exemplary assessments (including reflective activities) that could be selectively adopted by departments and programs for use within their curricula. An example of criteria for the SL/CBR designation are below.

### *Community-Based Research*

#### Essential Qualities

- Courses are designed in collaboration with one or more community organizations
- Courses identify and deliver products that will be of use to the community organizations
- Courses employ or introduce students to one or more relevant research methods

#### Desirable Qualities

- Courses are part of an ongoing collaboration with one or more community organizations
- Community partners serve as sources of knowledge and expertise
- Involvement of course increases capacity of the partner organization
- Community partners are involved in every stage of decision-making
- Courses are organized in a developmental sequence
- Services other than research are provided to the community partners

### *Service-Learning*

#### Essential Qualities

- Courses are designed in collaboration with one or more community organizations
- Courses provide service that will be of use to the community organizations
- Promoting learning through active participation in service experiences;
- Providing structured time for students to reflect by thinking, discussing and writing about their service experiences
- Providing an opportunity for students to use skills and knowledge in real-life situations
- Extending learning beyond the classroom into the community; and
- Fostering a sense of caring for others

#### Desirable Qualities

- Part of an ongoing collaboration with one or more community organizations
- Courses are organized in a developmental sequence
- Involvement of course increases capacity of the partner organization
- Service to the community partners builds upon research
- Community partners serve as sources of knowledge and expertise

### ***4. Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?***

☐ No ☒ Yes

#### ***4.1. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:***

During the 2017-2018 academic year, there were 600 courses (including course numbers with multiple sections) within many disciplinary areas across the curriculum that we identified as experiential and/or

community-based or community engaged. These included a broad typology of curricula, including internships, field experience, clinical experiences, service-learning, community-based research, cooperatives and more. Over the past year, we have been working to more systematically identify and catalog these courses and distinguish them from lecture-based, studio or seminar courses. Furthermore, we are attempting to aggregate them into three distinct categories: experiential (i.e. clinical, field experience, internships), community-based (occurring in a setting external to the university), and community-engaged (service-learning, community based participatory research, etc.)

One priority set forth in our UNM 2020 Strategic plan was *Goal 3.1: Assess structure and develop an assessment tool for effectiveness of our community internship programs*. As a result, a campus-wide Internship Survey was distributed reaching out to deans, department chairs and program directors in an effort to survey Internship opportunities (including branch campuses but excluding the Health Sciences Center) to establish a baseline metric of credit-bearing, community-based internship opportunities available to students through their degree programs. This survey will help us determine whether it would be helpful to develop campus-wide criterion or guidelines that would assist with placing students, determining support to departments, and show how we can communicate the value of experiential learning for students. Ultimately, we would like to ensure there is institutional support to provide internship experiences that are available, utilized and documented in a way that highlights the ways students interact with community during their career.

***4.2. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts:***

On October 15, 2015, the Provosts of the universities hosted a General Education Common Core Summit in 2016 to discuss changes in the statewide General Education Common Core. The reason for the request was concern that the current General Education Common Core, with its emphasis on a broad array of courses from disparate disciplines, was not purposeful enough in imbuing students with the skills essential for lifelong learning. A Statewide Steering Committee, with membership from 19 institutions of higher education in the state worked for two years to develop and identify five essential skills that should be the focus of higher education in the state, considered and discarded multiple curriculum models, and developed rubrics for general education learning outcomes. The five essential skills identified by the committee are: (1) communication; (2) critical thinking; (3) quantitative reasoning; (4) personal and social responsibility; and (5) information and digital literacy.

In response to the call for general education courses that meet these criteria, UNM launched a three-year initiative to transform its general education core curriculum. In line with UNM's mission, the Provost's Core Curriculum Teaching Fellows program was developed to support faculty as they develop general education courses that foster the habits of mind necessary for life-long inquiry and learning, engaged citizenship, and productive and fulfilling employment.

Funding was provided for the first cohort of 20 Provost's Core Curriculum Teaching Fellows. In addition to spending a full year enhancing their own courses, 24 fellows received \$3,000 fellowships to develop a community of practice in one of six areas of engagement:

- Community Engaged Learning
- Racial & Social Justice
- Global Awareness
- Undergraduate Research
- Innovation
- Writing Across the Curriculum



Teams of fellows focused on one of the six areas of engagement and collaborated with other teams to:

- enhance their own courses,
- create resources for faculty interested in adopting a specific engagement practice,
- offer at least two workshops on the engagement practice,
- design paths for connecting students to university support resources, and
- develop approaches in a community of practice with colleagues from other disciplines.

Based on the success of the initial cohort of Fellows, the Office of the Provost has plans to secure funding for future cohorts.

***4.3. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:***

In 2017 the UNM HIVE Collaborative was established to be an outwardly facing network of faculty, students and community partners that address social determinants of health across the state. HIVE, an acronym that stands for Health Inclusion Vibrancy and Equity, is comprised of between 130 and 150 local professionals in medicine, public health, education, business, law, architecture and planning. One of the first major social impacts of the HIVE Collaborative was a partnership with the City of Albuquerque to design and build bathroom facilities specifically for the city's homeless and displaced populations.

Working in collaboration with the City of Albuquerque and the UNM School of Medicine, graduate students in UNM's School of Architecture and Planning's Design Planning Assistance Center (DPAC) are developing ways public restrooms can be better incorporated and utilized around public parks. Through conversations with the city, HIVE members began discussing a problem occurring at Coronado Park and other parks around the city that are gathering places for Albuquerque homeless. Coronado Park is the pick-up and drop off location for homeless people staying in the Westside Emergency Shelter and has a consistent problem of built up human feces because there are no public restroom facilities in the area. UNM DPAC graduate students in architecture and landscape architecture are developing a wide range of approaches to solving the problem, while also considering issues of sanitation, public health, safety, dignity, accessibility, environmental stewardship and beauty. Through collaborative brainstorming sessions, the seven teams came up with 140 ideas, which they then worked with stakeholders –i.e. police/fire/city officials and councilors– to whittle down to seven concepts. Those seven range from ideas of making the toilet an art piece, to using the space under the Interstate underpass as a health clinic and water treatment area. DPAC student plans are drawn up and now the next step is to turn the developed options over to the city to consider.

***4.4. If Yes: Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts:***

As mentioned above, the Redesigning the University initiative began with the appointment of a chair and team of participants to each of six task forces, each of which was asked to generate recommendations within their area of focus. The redesigning effort was divided into two phases:

- Phase 1 (Spring 2018) where the groups would collect information, conduct analyses, and submit recommendations for change by June 1, 2018.
- Phase 2 (AY 2018-2019) Implementation of the task force recommendations and assessment of their effects and potential scalability.

Task Force 5 was assigned to investigate new and better ways of engaging UNM with the local community and review community engagement efforts of peer universities and propose ways for UNM to improve and expand its community engagement initiatives. The following recommendations were made, and Phase 2 is currently underway.

1. Create a public face for CE at UNM. In particular, create a structure (office, center, institute, etc.) that is visible to the community in its focus on local, regional and statewide engagement. The explicit purpose would be to support and, more importantly, sustain community engagement initiatives through funding, design, implementation, monitoring and tracking (metrics). The entity would be housed off-campus in a space where community members have better access to its resources (it needs to be community centric). Among the suggested functions of the center would be to:
  - a. advocate for funding for community engaged initiatives;
  - b. create a small grants program to support community engaged research and teaching;
  - c. create a statewide “Fulbright” program to support faculty interested in community engaged research and teaching in communities or at branch campuses;
  - d. design and implement residential programs for students to live and work in communities on community-identified projects;
  - e. work with state policymakers to research and provide useful information on policy issues;
  - f. create partnerships with the City of Albuquerque to create spaces for community engaged research projects;
  - g. add a Community Engagement tab to the UNM website so that current and future projects can be easily located and publicized; and
  - h. house an interdisciplinary “Center for Small Towns” to support engagement in rural New Mexico.
2. Collaborate on CE initiatives with other New Mexico Institutions including community colleges. Specifically, the recommendation is to form a statewide “Grand Challenges Council” with representatives from all institutions interested in collaborating over a 4 to 5-year period to address pressing needs in New Mexico.
3. Leverage & Support Existing CE Programs and Statewide Networks. Use existing structures and initiatives as conduits for expanding and support community engaged scholarship around the state.
4. Make civic engagement a unique hallmark of the student experience. This engagement could be transcribed for students when they graduate and could well serve as an undergraduate research with community engagement. Focus should be placed on creating a continuum of community engagement opportunities throughout the undergraduate experience and should include the residence halls and living-learning communities.
5. Implement an Engaged Department Initiative that would provide seed funding to academic departments looking to increase their community engaged scholarship, teaching and service.

***5. Does the institution use the data from these assessment mechanisms?***

☐ No ☒ Yes

***5.1. If Yes: Describe how the institution uses the data from the assessment mechanisms:***

President Stokes was provided with a series of strategic considerations as a result of the assessments conducted. These included the following focusing on students, community, faculty, and the institution as a whole.

### *Community*

- UNM is both socially and economically intertwined with the City of Albuquerque and the State of New Mexico, offering many opportunities to share our resources and address local issues.
- Albuquerque is a growing region that provides unique opportunities for faculty, staff, and students to engage in transformational research and teaching.
- With nearly 33,000 (including branch campuses) students and more than 11,000 employees, UNM is an anchor institution with significant physical and economic impact on Albuquerque and the surrounding region.
- UNM must view community engagement as an opportunity to improve both our institutional practices and capabilities and our local, regional, statewide, national and global communities.

### *Students*

- Changes within the General Education core provide UNM with both opportunities and challenges. To set ourselves apart from other New Mexico institutions, we can leverage our identity as an *engaged institution* and attract students through a unique undergraduate experience that provides them with a quality academics and meaningful civic learning opportunities.
- The new on-campus living requirement for freshman, coupled with our robust Freshman Learning Communities program, offers significant opportunity to expand civic learning experiences for students.
- More students are coming to UNM having already had service-learning or community-based learning in their high school experiences. Efforts to expand community engaged learning opportunities ensure that students can easily find experiences and resources to continue these experiences.
- Research supports service-learning as a high-impact practice that is especially effective for students like those who attend UNM; we continue to leverage this experience to ensure retention and matriculation among our undergraduates.

### *Faculty*

- UNM's institutional policies and culture are out of pace with changing trends in knowledge production and dissemination. National surveys reflect that new generations of faculty already are or are interested in collaborating with community in teaching and research.
- The generational shift occurring in academia challenges institutions like UNM to consider new ways to recruit and retain Millennial faculty and Faculty of Color, both of who are more likely to engage in community engaged research and teaching.

### *Institutional*

- Funding agencies such as the National Science Foundation and National Institutes of Health are increasingly looking at broader impacts of research in making funding decisions.
- Accrediting bodies such as the Higher Learning Commission are now seeing Civic Engagement as evidence and documentation of an Open Pathway Quality Initiative.

**6. In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?**

☐ No ☒ Yes

**6.1. If Yes: What was the nature of the assessment, when was it done, and what did you learn from it?**

*June 2014: Engagement Academy for University Leaders*

UNM delegation attended the Engagement Academy for University Leaders, an executive development program designed for leaders responsible for developing institutional capacity for community engagement. The team, comprised of representatives from both main and health sciences campuses, worked together to develop the UNM Community Engagement Action Plan to inform and actualize our institutional strategy, practices, and culture and infuse community engagement through and with all other major university initiatives in a goal of collective and sustainable impact.

*November 2014: Community Engaged Scholarship Forum*

UNM hosted its first Community Engaged Scholarship Forum, designed to encourage and document constructive dialogue about engagement. We invited Keynote Speaker Dr. Barbara Holland to guide us in understanding best practices from around the country for valuing engagement in teaching, research, recruitment and retention, communications, partnerships, and faculty rewards and incentives. There were presentations and discussions by faculty and staff highlighting the vast complexity of community engaged scholarship as it currently happens on our campus. Focus groups discussed ways to cultivate effective university-community engagement relationships and brainstormed and discussed potential strategies to improve community engagement at the university.

*April 2016: Campus-Community Forum*

UNM joined the Imagining America consortium in 2016 and hosted the first campus-community forum with IA's Co-Leaders--Timothy K. Eatman and Scott Peters--as keynote speakers for the event. The forum was designed to be an opportunity for students and community partners to interact with UNM's outreach and engagement community, share work, and make connections with potential collaborators. The Forum, which was free to the public, sought to educate and inform and to engage participants in the great work that is being done through effective campus-community partnerships. Data was collected from faculty, community partners and graduate students.

*September 2016: Organizing for Academic System Renewal Change and Public Lecture  
Equity-Minded Reform in Academic Reward Systems*

UNM invited national expert KerryAnn O'Meara to campus to conduct two open workshops for departmental leaders to consider the principles and rationales for tenure and promotion reform, specific kinds of reform needed in their college and institution and examining examples of policy change made on relevant issues by other institutions. Dr. O'Meara also worked with the CES Tenure & Promotion Working Group to discuss and advise their progress on revising tenure and promotion policy to be more inclusive of community engaged scholarship. She also delivered a public lecture titled "Equity-Minded Reform in Academic Reward Systems," designed to address narrow definitions of scholarship, criteria, metrics of impact, and systems of peer review that disregard, the devaluation of engaged scholarship and exclusion of critical work of diverse faculty, outline the key areas where we need academic reward system reform the most and provide rationales for why change is needed now.

***G. Faculty and Staff***

***1. Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?***

☐ No ☒ Yes

***1.1. If Yes: Describe professional development support for faculty in any employment status and/or staff engaged with community:***



Provost's General Education Teaching Fellows: Community Engaged Learning. This program strengthens and fulfills the institution's engagement imperative by supporting faculty as they create high-quality community engaged courses across the curriculum, thereby providing students with opportunities to enhance their academic, civic, and personal growth while also contributing to a growing movement of public and engaged scholarship.

Engaged Pedagogy Graduate Fellowship. A semester-long community-based learning (CBL) graduate training program that promotes excellence in undergraduate teaching and graduate student professional development. Through the EPGF, a select number of graduate students participate in a series of skill-building workshops that introduce the foundations of engaged pedagogy, course design and program assessment. The EPGF supports students to develop skills and knowledge to support their development as undergraduate instructors and as professionals and researchers.

The Scholarship of Engagement: The Practice, Process, and Products of Community-Engaged Scholarship. The terms "engaged scholarship" and "public scholarship" often mean different things to both new and veteran faculty. This presentation is designed to increase faculty knowledge of the dimensions of community-engaged scholarship (CES) in its practice, process, and products. Attendees work to develop a common understanding and explore the standards, context, disciplinary differences, and the national context and trends within the practice of CES and talk about approaches and outcomes of community-engaged scholarship and how to document and present such research in the tenure and promotion process.

Service-Learning Course Design Institute. Two-day workshop designed to aid faculty in the planning, designing, and implementation of service-learning objectives and outcomes into their curriculum. Attendees are asked to come with a specific class in mind with the goal of transitioning a lecture-based course into a community-based course that aims to address student learning while also answering to a community need, focusing on Learning & Service Objectives and Outcomes, Instruction, Student and Community Roles, and Assessment & Evaluation.

Engaging Students with High-Quality Service-Learning. Success in the Classroom: Sharing Practices that Work is an annual conference by instructors for instructors that serves as a forum to share insights into successful teaching and learning. Participation is open to all instructors from all UNM campuses. Convened in a professional-conference format, speakers present short, 20-minute summaries of methods and approaches that they have implemented in their classrooms or in online environments.

Service-Learning & Community Engagement Across the Curriculum. This workshop offered faculty in all disciplines rationales and resources for connecting service-learning and community-based research to their courses and provided a theoretical and practical foundation for enhancing curriculum with service-learning and community engagement strategies.

***2. In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.***

	Employment Status			
	Tenured/ Tenure	Full Time, non-Tenure	Part Time	Professional Staff

	Track	Track		
Professional Development Programs	✓	✓	✓	✓
Facilitation of Partnerships	✓	✓	✓	✓
Student Teaching Assistants	✓	✓	✓	✓
Planning/Design Stipends	✓	✓	✓	✓
Support for Student Transportation				
Eligibility for Institutional Awards	✓	✓	✓	✓
Inclusion of Community Engagement in Evaluation Criteria	✓	✓	✓	✓
Program Grants	✓	✓	✓	✓
Participation on Campus Councils or Committees Related to Community Engagement	✓	✓	✓	✓
Research, conference or travel support	✓	✓	✓	✓
Other				

**2.1. If Yes to “Other”: Please describe other support or services:**

N/A

**3. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?**

☐ No ☒ Yes

**3.1. If Yes: Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:**

The university was awarded a five-year, \$3.3 million NSF ADVANCE Institutional Transformation (IT) grant to increase the representation and advancement of women faculty in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce. The goal is to implement and utilize a managerial engagement model to transform the institutional climate in an effort to promote diversity and facilitate advancement for women. Additional goals of the Advance at UNM project include:

- create a more inclusive, egalitarian, and supportive institutional climate;

- increase the participation of women, particularly minority women, STEM faculty in leadership positions;
- improve satisfaction with, and perceptions of fairness of, the tenure and promotion process among women, and especially minority women, STEM faculty;
- increase the number of women, particularly minority women, at all levels in STEM departments;
- increase the national and international recognition of scholarship by all women STEM faculty at UNM.

The Provost's Council for Diversity & Inclusion redrafted sections of the *Faculty Hiring Handbook* stating that both faculty and staff position announcements should to reflect "*demonstrated commitment to diversity, equity, inclusion and student success as well as working with broadly diverse communities.*" Additionally, the council proposed the inclusion of language in all position announcements that would demonstrate a commitment to diversity, equity, inclusion and student success as their top priority, signaling a positive impact on the diversity of candidacy pools, the quality of faculty that apply and ultimately, the diversity of faculty that are hired. The Council also recommended that all position announcements suggest applicants provide evidence through their:

- Experience with varied teaching methods and/or curricular perspectives.
- Experience engaging diverse communities in college outreach efforts.
- Experience working with a diverse student population.
- Evidence of their community engagement through their: (a) teaching; (b) research service; and/or (c) civic engagement.

Currently, the Faculty Hiring Handbook states:

*"This University exists to educate, to conduct research and creative activities, and to perform related services on behalf of the community that supports it. The University of New Mexico has a responsibility to its students and to the citizens of the state to actively recruit and hire the best qualified candidates it can, and to do so in the context of its commitment to affirmative action principles and diversity."*

Additionally, it states:

*"Some factors to consider that may make the department more attractive to candidates are:*

- 1. Transparency in policies and procedures for evaluation and promotion.*
- 2. Mentoring resources for junior faculty and women and ethnic minority faculty.*
- 3. Weighing evaluation criteria such as community outreach and teaching as much as research."*

***4. Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.***

☐ No ☒ Yes

***4.1. If Yes: Use this space to describe the context for policies rewarding community-engaged scholarly work:***

In March 2016, the Working Group for Community Engaged Scholarship in Tenure & Promotion was formed with the charge of drafting language for policies and guidelines in the Faculty Handbook so that community engaged scholarship is explicitly identified and permitted as a mechanism for advancement tenure, promotion, post-tenure review, and merit pay decisions. The Working Group consisted of tenured faculty (full professor status) from each of UNM's colleges and schools, as well as one representative from the University's Academic Freedom & Tenure Committee (AFT), which holds responsibility over revisions to the Faculty Handbook.

After one year, the Working Group submitted proposed revisions for the Faculty Handbook to AFT, which have not yet been fully adopted. In their feedback to the Working Group, AFT suggested that, prior to revisions in the Faculty Handbook, departments should be given the opportunity to adopt these recommendations within their own tenure policy documents. In response, the Office of the Provost and Executive Vice President for Academic Affairs, upon the recommendations of the Senior Vice Provost and Associate Provost for Faculty Development, adopted the Working Groups recommendations as Institutional Guidelines for the Recognition and Evaluation of Community Engaged Scholarship in Tenure & Promotion.

Please see below (Questions 9 & 9.1) for a full description of this initiative and how it has progressed over the past three years.

Here is the text from the guidelines described above.

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

*Teaching  
Scholarly Work  
Service*

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

**5. Is community engagement rewarded as one form of teaching and learning? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.**

☐ No ☒ Yes

**5.1. If Yes: Please cite text from the faculty handbook (or similar policy document):**

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



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

**6. Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.**

☐ No ☒ Yes

**6.1. Please cite text from the faculty handbook (or similar policy document):**

Scholarly Work

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

*Scholarly work can also reflect the university's commitment to the public good and provide specific opportunities for new and evolving forms of research. Community engaged scholarship includes but is not limited to: community-based research, technical assistance, technical development, and/or technical reports (including non-academic reports resulting in implementation/impact on public policy, actions, and conditions), demonstration projects, impact assessment, and policy analysis; scholarly work relating to the study or promotion of public engagement; scholarship that may involve partnerships of university knowledge and resources with those of the public and private sectors; work that aims to prepare educated, engaged citizens, strengthen democratic values and civic responsibility, address and help solve critical social problems, and contribute to the public good.*

**7. Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.**

☐ No ☒ Yes

**7.1. If Yes: Please cite text from the faculty handbook (or similar policy document):**

Service

*Public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located. This may include outreach or*

*public service to the community and society at large, with major emphasis on the application of knowledge to the solution of real-world problems. As a vital component of the University's mission, public service must be performed at the same high levels of quality that characterize teaching and research.*

**8. 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? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?**

☐ No ☒ Yes

**8.1. If Yes: List the colleges/schools and/or departments.**

1. College of Library & Learning Sciences
2. College of Fine Arts
3. School of Architecture & Planning
4. Chicana/Chicano Studies Program, College of Arts & Sciences
5. UNM Valencia (Branch Campus)
6. Department of Finance, International, Technology and Entrepreneurship, Anderson School of Management
7. Department of Marketing, Information and Decision Sciences, Anderson School of Management
8. Department of Anthropology, College of Arts & Sciences
9. Department of Sociology, College of Arts & Sciences
10. Department of Geography & Environmental Studies, College of Arts & Sciences
11. Department of American Studies, College of Arts & Sciences
12. Department of Physics & Astronomy, College of Arts & Sciences
13. Department of Native American Studies
14. UNM School of Medicine

**8.2. If Yes: What percent of total colleges/schools and/or departments at the institution is represented by the list above?**

Colleges & Schools: 25%

Departments: 40%

**8.3. If Yes: Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:**

School of Architecture & Planning

The following is an excerpt from the Community & Regional Planning (CRP) tenure policy document regarding creative research, scholarship, and professional work. The CRP Is part of the UNM School of Architecture and Planning.

*In the Community and Regional Planning Program, this entails the co-creation of knowledge with community partners (non-profit organizations, community-based groups, community institutions such as churches, schools, and organizing projects, and institutions of government). The knowledge created in Community Engaged Scholarship should:*

- *Generate new knowledge about planning;*
- *Inform concrete community driven practice; and*
- *Raise practice into evidence and generate best practices that inform future evidence-based work.*

#### College of Library & Learning Sciences

##### *Teaching*

*Included in the College definition of teaching is the practice of teaching and instructional outreach focused on the broader community, and community engaged teaching and learning in which students and faculty in the College work in partnership with the community to address community identified needs while also contributing to students' academic and civic learning.*

##### *Scholarship, Research & Other Creative Works*

*Following the model proposed by Boyer (1990, and more broadly contextualized in Boyer et al. 2015) scholarship can be in the form of research and discovery scholarship, the scholarship of integration, the scholarship of application, the scholarship of teaching (and learning), and in addition to Boyer's model community engaged scholarship. Community engaged research is collaborative research that is planned, executed, and communicated in partnership with communities outside of UNM, typically in support of community identified needs, and resulting in community impact.*

#### UNM Valencia Branch Campus

*Community-engaged scholarship (CES) (in the form of research, teaching, and/or service) benefits people in our community through a continuum of academically-informed activities that are planned and carried out by university and community partners and include scholarly commitment to public practices and consequences. Community-engaged activities include artistic, scientific, and humanistic work that influences, enriches and improves the lives of people in the communities the university serves.*

*Recognizing that the University is not just a community unto itself, but a part of a larger community, UNM Valencia acknowledges the merit of CES as it relates to teaching, scholarly work, and/or service, and supports (but will not require) the inclusion of CES in the dossiers of faculty seeking tenure and promotion. This acknowledgement is apparent in UNM Valencia's current "Promotion and Tenure Guidelines for Tenure-Track Faculty," which reflect criteria for excellence that encapsulate the tenets of CES and have the potential for positive recognition in the UNM Valencia promotion and tenure process. Having thus reaffirmed a potential for positive recognition, it is important to stress that such CES activities will not be mandated in any way as a part of a candidate's tenure and promotion dossier at UNM Valencia.*

**9. Is there work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?**

☐ No ☒ Yes

**9.1. If Yes: Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:**

After our last attempt at the Carnegie classification, addressing community engaged scholarship in tenure and promotion policy was a top priority. In April 2016, the CES T&P Working Group was formed with the charge of drafting language for policies and guidelines in the Faculty Handbook so that community engaged scholarship would be explicitly identified and permitted as a mechanism for advancement tenure, promotion, post-tenure review, and merit pay decisions. The Working Group as comprised of one tenured representative from each school or college and one representative from the Academic Freedom and Tenure Committee. The Working Group met several times over the course of a year. Early on, we spent a considerable amount of time ramping up our own understanding of community engaged scholarship and educating ourselves on what other institutions were doing. We invited KerryAnn O'Meara, a noted scholar on the topic of faculty rewards and incentives, to the university to deliver a lecture and serve as a consultant and guide in this process. Our goals were lofty. Within a 12-month period we endeavored to:

- define engaged scholarship to permit consideration for promotion and tenure in each department and personnel document;
- modify the Faculty Handbook so that community engaged scholarship is explicitly permitted in promotion and tenure decisions as one mechanism for advancement;
- examine all Departmental and College Performance Review standards to gain an understanding of the number of units that have considered community engaged scholarship in promotion and tenure decisions; and,
- work with departments, schools and colleges to identify and develop metrics and measures of engagement that are applicable to their specific unit and/or discipline.

After a year of research and formulation, the Working Group sent its handbook language recommendations to the AF&T committee in early 2017. We received a response the chair of AF&T, that—while they respected the suggested changes—the committee had opted not to adopt them in full for the handbook updates. With the Working Group's approval, we reframed our CES T&P policy recommendations as a set of evaluation *guidelines*. We presented these guidelines to our Senior Vice Provost for Academic Affairs and our Associate Provost for Faculty Development.

In Fall 2017, the Senior Vice Provost formally requested to the deans of all colleges/schools that they form a departmental committee to explore and possibly develop language addressing how the unit will treat faculty members' community-engaged activity in research, teaching, and service. As a result, three new departments, two new colleges, and one branch campus have adopted the language and revised and ratified their new tenure policy documents. We expect those numbers to grow. Additionally, in the Fall of 2019 our plan is to revisit our recommendations with the Academic Freedom & Tenure Committee and explore whether an institutional-level policy change could be achieved.



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

#### ***A1. Teaching and Learning***

***1. Does the institution have a definition, standard components, and a process for identifying community-engaged courses?***

☐ No ☒ Yes

***1.1. If Yes: Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:***

UNM began offering instructors the opportunity to designate courses as either service-learning courses or community-based research courses, although not all community-engaged courses are required to do so. The Office of Community Engaged Learning & Research worked with the Registrar's office to develop a method for courses to carry a searchable designation in the course database of all *Service-Learning (SL)* or *Community-Based Research (CBR)* for courses that include a specific community engagement component. The following document – "Essential Qualities of Service-Learning and Community-Based Research Courses" – was distributed campus wide as a guide for faculty who aim to submit their syllabi for this designation.

#### ***Community-Based Research***

- Essential Qualities
  - Courses are designed in collaboration with one or more community organizations
  - Courses identify and deliver products that will be of use to community organizations
  - Courses employ or introduce students to one or more relevant research methods
- Desirable Qualities
  - Courses are part of an ongoing collaboration with one or more community organizations
  - Community partners serve as sources of knowledge and expertise
  - Involvement in course increases capacity of the partner organization
  - Community partners are involved in every stage of decision-making
  - Courses are organized in a developmental sequence
  - Services other than research are provided to the community partners

#### ***Service-Learning***

- Essential Qualities
  - Courses are designed in collaboration with one or more community organizations;
  - Courses provide service that will be of use to the community organizations;
  - Promoting learning through active participation in service experiences;
  - Providing structured time for students to reflect by thinking, discussing and writing about their service experiences;

- Providing an opportunity for students to use skills and knowledge in real-life situations
- Extending learning beyond the classroom into the community; and
- Fostering a sense of caring for others
- Desirable Qualities
  - Part of an ongoing collaboration with one or more community organizations
  - Courses are organized in a developmental sequence
  - Involvement of course increases capacity of the partner organization
  - Service to the community partners builds upon research
  - Community partners serve as sources of knowledge and expertise

Faculty seeking the course designation(s) were asked to submit to the CELR Director a syllabus that featured the following components:

- A definition of Service-Learning or Community-Based Research (as described above).
- A description of the connection between course content and community service and how these connections will support student learning.
- Proposed community partner(s) or a method & criteria for students self-selecting of partners.
- A description of how engagement will be of value to community partners & their stakeholders.
- An indication of number of hours of direct service, advocacy work, or project-based service-learning will be required of each student in the course.
- A description of the reflective activities students will be required to submit for the course.

Approved courses were forwarded to the Registrar's Office to be included in the Course Schedule for the appropriate semester.

***1.2. If Yes: How many designated for-credit community-engaged courses were offered in the most recent academic year?***

Including both designated and non-designated community-engaged learning courses, there were more than 600 courses offered in the 2017-2018 academic year.

***2. What percentage of total courses offered at the institution?***

6% of undergraduate courses offered during the AY 2017-2018

***3. Is community engagement noted on student transcripts?***

☐ No ☒ Yes

***4. How many departments are represented by those courses?*** 20

***5. What percentage of total departments at the institution?*** 6%

***6. How many faculty taught community-engaged courses in the most recent academic year?*** 125

***7. What percentage are these of the total faculty at the institution?*** 10%

***8. What percent of the faculty teaching community-engaged courses are tenured/tenure track, full time non-tenure track, and part time?*** 50%

**9. How many students participated in community-engaged courses in the most recent academic year?**  
6,000+

**10. What percentage of students at the institution?** 20%

**11. Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:**

The Office of Community Engaged Learning & Research calculated the above data at the end of the AY 2017-2018. This data was collected through several data sources, including but not limited to:

- Enrollment Management
- The Provost's Dashboard
- Banner
- Office of the Registrar
- University Catalog AY 2017-2018

**12. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?**

☐ No ☒ Yes

**12.1. If Yes: Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community:**

The University of New Mexico general education program is based on the New Mexico Higher Education Department's (NMHED) 2019 statewide general education revision initiative. The UNM general education program adopts NMHED's five general education essential skills. Throughout successful completion of the UNM General Education Core Curriculum, students develop the following five skills:

- Communication
- Critical Thinking
- Personal & Social Responsibility
- Information & Digital Literacy
- Quantitative Reasoning

In order to assess the development of these skills, UNM uses essential skill rubrics developed by the NMHED. Slight modifications have been made to the rubrics to streamline their voice, application, and ease of use

The NMHED developed a General Education rubric that describes the progression in skill level and understanding that students should demonstrate as they develop their personal and social responsibility skills in general education classes. It is suggested that a course designated as teaching personal and social responsibility skills include outcomes related to two of the rubric's component skill areas. The rubric is intended to provide guidance to faculty members designing courses and assessment tools for evaluating student learning of personal and social responsibility skills. Dimensions/Skills include:

- Intercultural reasoning and intercultural competence
- Sustainability and the natural and human worlds
- Ethical Reasoning
- Collaboration skills, teamwork and value systems
- Civil discourse, civic knowledge and engagement (local and global)

University of New Mexico also developed a series of institutional student learning outcomes, which state that students will develop the following aptitudes and habits of mind in the course of their general and major study at UNM:

- KNOWLEDGE of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.
- SKILLS, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving.
- RESPONSIBILITY, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.

***13. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?***

☐ No ☒ Yes

***13.1. If Yes: Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:***

The Office of Assessment & Academic Program Review works with academic and administrative units to help them create comprehensive institutional assessment programs to support the university's mission and strategic initiatives. Each year academic programs and general education programs are required to submit their assessment plans and reports during the first quarter of the academic year. These plans and reports drive assessment practices and ensure continuous communication and dissemination of assessment expectations and progress to the UNM community.

During the statewide general education revision, NMHED aligned each essential skill to a content area. UNM's 3-year general education assessment cycle allows units to collect, analyze, and report data pertaining to one essential skill per year that maps to their content area. In the first year, there is a choice between two essential skills. In the second year, every college/school/branch will report on the *Critical Thinking* essential skill. In the third year, units will report on the skill pertaining to their content area they did not report on in year one. Therefore, UNM will collect institutional data on the following essential skills:

1. Years One and Three: Communication, Personal & Social Responsibility, Information & Digital Literacy, Quantitative Reasoning
2. Year Two: Critical Thinking

***13.2. If Yes: Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:***

Throughout successful completion of the UNM General Education Core Curriculum, students develop five essential skills: Communication, Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy and Quantitative Literacy. Details for the Personal & Social Responsibility skill, which encompass civic and community engagement, are below.

Personal & Social Responsibility

*It is suggested that a course designated as teaching personal and social responsibility skills include outcomes related to two of the rubric's component skill areas. The rubric is intended to provide guidance to faculty members designing courses and assessment tools for evaluating student learning of personal and social responsibility skills; it should not be viewed as establishing expectations for a certain level of achievement at the end of a single general education course.*

In order to collect equitable and representative samples of student artifacts relating to each essential skill, each college/school/branch is required to select 10 sections of general education courses they offer in the designated content area per year. Ideally, units will choose five sections per semester to submit data. The instructors of each of the selected sections of courses are required to provide four student artifacts. Artifacts collected could come from the first and last students on the roster and two from the middle. Unit leadership and assessment committees should choose which 10 course sections will submit data, inclusive of both 1000 and 2000 (old 100 and 200) level courses.

The key people involved in the assessment of the General Education Program at the University of New Mexico will remain the same and will include:

- The College Assessment Review Committee (CARC) of individual colleges/schools/branches
- Selected faculty/instructors of GenEd courses
- The Office of Assessment & Academic Program Review (APR)

The roles of each group are outlined below.

CARC Role:

- Review essential skills/rubrics and decide which skill the college is assessing in year 1 & 3/ disseminate to faculty/instructors
- Select which 10 course sections will represent the content area
- Set internal timelines for faculty/instructors to gather student artifacts

Faculty and Instructors whose General Education course sections have been selected as part of the assessment process:

- Review essential skill rubrics and select 2 areas that align with student artifact (Beginning of semester/when creating syllabus)
- Submit 4 students' artifacts and complete fillable form to OA (End of each semester)

Office of Assessment & APR Roles:

- Receive all artifacts from faculty/instructors
- Follow up with CARCs when artifacts are not received
- Oversee and participate in external review of artifacts by review team
- Aggregate and analyze data from all artifact ratings
- Provide college/school/branch level artifact ratings to CARCs
- Report findings in State of General Education Assessment Report annually

***14. Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?***

☐ No ☒ Yes

***14.1. If Yes: Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:***



The Office of Community Engaged Learning & Research has developed Student Learning Outcomes for any identified community engaged course across the University. They are:

A. Analysis of Knowledge

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

B. Diversity of Communities & Cultures

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

C. Civic Identity & Commitment

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

D. Civic Communication

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

E. Civic Action & Reflection

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

F. Civic Contexts/Structures

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

**\*\* NOTE:** Please see Section 5.2 Reflection & Additional Information for additional examples.

***15. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?***

☐ No ☒ Yes

***15.1. If Yes: Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:***

UNM programs undertake a rigorous assessment cycle to improve student learning at UNM whether in courses, programs of study or in co-curricular activity. As such, each program must develop a set of student learning outcomes (SLOs) and conduct regular program evaluations that include:

- Articulating the knowledge, skills and dispositions we expect students to develop while studying in the program or course,
- Gathering evidence about how well students have learned those objectives,
- Interpreting the evidence to reveal patterns of learning strengths and weaknesses, and
- Modifying learning and teaching strategies to improve learning outcomes.

Each individual program of study and/or course maintains its own assessment and evaluation developed either by program directors or instructors. For example, students in specifically designated service-learning courses might be expected to produce journals and/or present to the public about community issues at the local, national, and international levels permit the instructor to assess individual

development. Evaluation also includes student reflections on the value of courses to their professional growth; faculty evaluation of student projects; community partner evaluation or feedback; evaluation of leadership impact; and an annual program review by an advisory board comprised of faculty and community partners.

The Office of Community Engaged Learning & Research gathers and analyzes data to review the effectiveness of service-learning and community-based learning/research courses, specifically the achievement of student learning objectives. Information is confidential; reported without disclosure of specific courses, faculty, or students. To ensure sustainability of assessment efforts, frequency for data collection and reporting is completed annually.

The CELR's assessment plan and process reflects the six steps of a continuous assessment cycle, includes at least: one program goal, three student learning outcomes (SLOs), and four key program assessment measures (three direct/one indirect measures). The program's goal(s), SLOs, and key program assessment measures span (or reflect) students' learning, development, and progression from the beginning to the end of the program.

Additionally, the assessment report informs the program's goal(s), student learning outcomes, assessment measures, data results and analysis, and recommendations for program improvement and/or changes. Each program goal is followed by a table with seven columns. For each program goal, list in the table the SLOs that target or are align with the goal. Then include the assessment information for each student learning outcome(s) listed in the table. After completing the table, explain how each SLO was met, partially met, or not met.

The report includes:

- Student Learning Outcomes (SLOs)
- UNM Student Learning Goals (i.e. which UNM goal the SLO targets)
- Assessment Measures incl. Measure Type (Direct or Indirect)
- Performance Benchmark/Objective
- Data Results and Data Analysis
- Recommendations for Improvement/Changes

***15.2. If Yes: Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:***

Each program of study or course instructor uses assessment data to improve course and program content, shape community engagement experiences, and inform community partners about student progress and achievement. Data might be utilized to gauge the impact of the relationship of the community partner or may be used to gauge the success of the course overall. Some instructors and programs are in the process of evaluating courses and assessing student learning through courses that are alternately taught with and without a service-learning component. As UNM is a majority Hispanic university, data might also be used to evaluate and assess the retention of at-risk students of Hispanic, particularly in first-year courses. Assessment information is also used to evaluate progress to objectives and goals and to make curricular changes to improve student learning.

The CELR's assessment plan and process reflects the six steps of a continuous assessment cycle, includes at least: one program goal, three student learning outcomes (SLOs), and four key program assessment measures (three direct/one indirect). The program's goals, SLOs, and key program assessment measures span (or reflect) students' learning, development, and progression from the beginning to the end of the program.

Additionally, the assessment report informs the program's goal(s), student learning outcomes, assessment measures, data results and analysis, and recommendations for program improvement and/or changes. Each program goal is followed by a table with seven columns. For each program goal, list in the table the SLOs that target or are align with the goal. Then include the assessment information for each student learning outcome(s) listed in the table. After completing the table, explain how each SLO was met, partially met, or not met.

The report includes:

- Student Learning Outcomes (SLOs)
- UNM Student Learning Goals (i.e. which UNM goal the SLO targets)
- Assessment Measures incl. Measure Type (Direct or Indirect)
- Performance Benchmark/Objective
- Data Results and Data Analysis

## ***A.2. Curriculum***

***1. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:***

- ☒ Student Research
- ☒ Student Leadership
- ☒ Internships, Co-ops, Career exploration
- ☒ Study Abroad
- ☒ Alternative Break tied to a course

### **1.1. For each category checked above, provide examples:**

#### **Student Research**

In the Political Science department's Center for the Study of Voting, Elections, and Democracy Dr. Lonna R. Atkeson requires students to participate in election monitoring in Bernalillo County as part of undergraduate and graduate research design courses. A graduate student is grouped with several undergraduates to observe the election, fill out forms on the process, write up notes on their observations, and compile a report that is provided to the county.

El Puente The El Puente Internship is part of El Centro's Community Research Education and Academic Retention Program (CREAR) under the Community Based Research & Learning Initiative. This initiative will foster on-campus and off-campus recruitment and retention efforts by increasing student scholarship, interdisciplinary research, community engagement, interdepartmental collaboration and faculty support. The CREAR Program offers community-based internship experiences as well as research and learning opportunities. Research and activities will be aimed at understanding and improving equity, development and sustainability within the social, cultural, economic and political contexts of local communities. The overall mission of the El Puente Internship is to support academic and professional development of students by providing training, professional field experience and undergraduate research opportunities by expanding a community-based research and service-learning model.

#### **Student Leadership**

The Men of Color Initiative (MOCI) is a project of the Division of Equity & Inclusion and the Office of Student Academic Success that focuses on educational success for men of color. MOCI

is a community-based research project led by Asian/pacific islander, black, Latino, native and other men of color students organizing together with campus and community partners to increase access and success for men of color in education.

The Latin American and Iberian Institute (LAI) Sin Fronteras film festival is a student-organized event devoted to films about Latin America and by Latin American filmmakers. Each year the festival is organized by a group of students from various departments who are members of UNM's Student Organization for Latin American Studies (SOLAS). The festival has been generously funded by a variety of UNM groups and academic departments. Because the time and money donated by various students, staff, faculty, and community members, 2014's festival is a completely free event open to the UNM and greater Albuquerque community. The Sin Fronteras Festival is comprised of documentary, dramatic, and comedic films whose topics span from social justice, race, class, and identity to a satirical look at corruption and violence. All screenings are held at the historic Guild Cinema in the city's Nob Hill neighborhood.

#### Internships, Co-Ops, Career Exploration

Paralegal internship: Approximately 20 students a year work with law firms, the District Attorney's Office, government agencies, Presbyterian legal department, and NM Legal Aid. Continuing Education places students based on the students' interest in various fields of law. Students are required to do 160 hours for the entire internship, which is usually done in one semester (avg. 20 hours a week). Students complete weekly assessment forms. The program was requested by the Chief Justice of the State of New Mexico and has been established for the last six years.

Manufacturing Practices was developed with Scott Sibbet from the Center for Biomedical Engineering and three biopharmaceutical businesses expressing a need for good manufacturing practices. The internship/course is offered for credit and noncredit for chemical engineering, nuclear engineering, pharmaceutical, and biomedical engineering. The noncredit option opens the program to community members, including employees of pharmacy companies that need training or any individual who might need training to advance in the workforce. Pharmacy companies and Dr. Sibbet developed the syllabus together, participate as guest lecturers, and provide field trips to sites. The course is held on the Continuing Education campus in order to make it easier for community members to become involved.

#### Study Abroad

The Signed Language Interpreting Program in the Linguistics Department collaborates with the Siena School for Liberal Arts in Siena, Italy to provide undergraduate students with a one-month study abroad experience studying Italian Sign Language, Italian deaf culture, and spoken Italian. Service learning is a vital component of their experience while at school.

Dr. Alok Bohara, professor of economics and director of the Nepal Study Center at UNM takes one graduate student and nine (9) undergrads from various major/minor disciplines (economics, population health, biology, sociology, political science, statistics, math) to the Danda River Valley in Siddharthanagar, Nepal during the winter intersession to assist and contribute to a massive Citizen Science program. The group works with the local community to install outdoor pollution tracking devices, groundwater monitoring systems, and an outdoor awareness billboard. The team also works with local women leaders and students to share their learning from an ECON 369 Problem-based Learning course carry out a gender hygiene service project working with community to create Reusable Menstruation Sanitation Kits as well as a Distribution and Hygiene Awareness Campaign in remote hill schools, Baskateri and Aglung Phedi in Gulmi District, with students in grades 8, 9, 10, and 11.

In the first half of summer semester, UNM's University College provides opportunities for students to learn about global citizenship through study abroad and international service-learning. Participants travel to Mary Immaculate College in Limerick, Ireland, to complete service-learning projects, study how the country addresses social issues, and immerse themselves in a different culture, that of the rich and vibrant Celtic culture.

Latin American Programs in Education (LAPE) LLSS has also been instrumental in the success of the College of Education's Office of Latin American Programs in Education (LAPE), as it carries out collaborative educational programs with Latin America, Canada, Equatorial Guinea, and Spain, often in conjunction with the Latin American Iberian Institute (LAI). LAPE is directed by Dr. Rebecca Blum Martinez and is under the purview of the Multicultural Education Center (MEC) in COE; it has recently started submitting grants again. LAPE has become the hub for students seeking advanced degrees in the College. The MEC and LAPE directors are both LLSS faculty. Both MEC and LAPE are now college level centers, a move that occurred a few years ago in order to facilitate their serving of programs across all the departments of the College.

#### Alternative Spring Break

Every year since 2011, the Dean of Students Office organizes travel to New Orleans, Louisiana for the Alternative Spring Break (ASB) Program. ASB is a chance for students to give back to the greater community by working alongside Camp Restore, an organization that helps to connect students with community service projects in and around the New Orleans area, such as rebuild houses for those affected by Hurricane Katrina. UNM Alternative Spring Break (ASB) is a service-learning opportunity with opportunities to participate in community engagement projects in areas still feeling the effect of Hurricane Katrina. During the trip, students develop and use skills in the areas of home-building, teamwork, and leadership.

### ***2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:***

- ☒ Graduate Studies
- ☒ Core Courses
- ☒ Capstone (Senior-level project)
- ☒ First-Year Sequence
- ☒ General Education
- ☒ In the Majors
- ☒ In the Minors

#### ***2.1. For each category checked above, provide examples:***

##### Graduate Studies

The Education of Medical Doctors: The majority of education takes place within communities and clinics rather than a university-based system. For example, Indian Health Services, Health Commons, and federally qualified health centers. Our curriculum has successfully embedded Public Health throughout the four year (three phases) curriculum such that every medical student earns 14 credits of Public Health graduate credits that can be transferred towards a Master's in Public Health: UNM School of Medicine was the leader in student centered, problem and service based education, with a cadre of more than 400 community based preceptors to teach our students beginning in continuity clinics year one and extending through year three, a rural based practical immersion rotation and a 4<sup>th</sup> year "Medicine in New Mexico" course that is the culminating



course for the Public Health Certificate and results in a capstone paper with questions derived from competencies that are skills based rather than simply knowledge based.

Anderson School of Management: MGMT 469 American Indian Business and Management course assignments included a restructuring plan for the Pueblo of Acoma; a business and land use plan for a strip mall proposed by the Pueblo of Zia; a business plan for a one-stop career training center for the Pueblo of Jemez; a grant proposal for a life-long learning center at the Institute of American Indian Arts to the Kellogg Foundation; a restructuring of policies and procedures for the Nashchitti Chapter House on the Navajo Nation. Several faculty have been involved over the years with these projects: Dr. Helen Muller, Dr. Paul Sandoval, Dr. Eddie Dry, Dr. Kip Bobroff, Dr. Ted Jojola, instructors Albert Cherino and Rebecca Rigney. Class sizes range from 10 to 25 students. The MGMT 469 class was created by the students of the American Indian Business Association (AIBA), staff advisor Jaye Francis, and Dr. Helen Muller and has been in existence since 1998.

### Core Courses

Students in "Sustainability Best Practices" (MGMT 308) classes work in project teams throughout the semester to first identify the sustainability challenges and practices of key industries in New Mexico, and then examine and evaluate those challenges and practices within actual New Mexico businesses. The primary research phase requires that students identify a minimum of three NM businesses within the chosen industry and conduct on-site interviews with a person in leadership or other representative who's knowledgeable about the firm's sustainability practices.

\*NOTE: It is important to note that the state Higher Education Department implemented the new "Personal & Social Responsibility" general education requirement last year, which means it will not be implemented or reflected in the General Education Core Curriculum until the 2019-2020 academic year.

### Capstone

Honors College Senior Colloquium and Service Learning. This course represents the Honors College's commitment to education for civic responsibility. It gives students the opportunity to integrate academics with service in an experiential way. This one-semester plan combines seminar-style classroom work with a hands-on community service research project. Students enroll in both the Colloquium and Service Learning for a total of 6 credit hours in one semester. Students design a service-learning project that integrates with the topic of the Colloquium. They invest a minimum of 40 hours in service-learning activities during the semester. Service Learning includes volunteer work with a designated agency, integrating service into a student academic studies, outreach colleges that engage students and the community in common, hands-on-action, policy research, or community problem-solving. Students may become involved through the UNM Center for Service Learning. Students also write several papers, including a final Integrated Service Project summary, which becomes a permanent part of the Honors Library.

Students minoring in Civic & Community Engagement take CELR499 Community Engaged Learning & Research Capstone culminating their Community Engaged Learning and Research experience working with a community partner to design, implement and present and project that demonstrates academic merit in addressing a community need.

Community & Regional Planning Program in the School of Architecture and Planning runs two senior capstone studios: The Carnue Land Grant Community Space and the San Antonio de las Huertas Land Grant Community Space. The Carnue Land Grant community engaged the CRP

Capstone Studio to develop a community gathering space. The gathering space was intended to facilitate community events, create a spaces for bonfires, camping, and hosting picnics or barbeques. The students designed a master plan for the site and then constructed several “catalyst” elements in hopes that it would encourage the community to continue to build the rest of the design. The site has become well-used by the community and continues to be developed. This collaboration allowed the students to work directly with a community and build an actual project/product. This allowed relationships to be built between the community leaders and the students and faculty within the department. Due to the work provided, the community has been energized and galvanized around the development of this community space. The site has become well-used by the community and continues to be developed. The community has now invested well over \$10,000 into constructing the entire plan developed by the CRP students.

#### First-Year Sequence

Freshman Learning Communities (FLCs) are first-year courses offered through University College and are open to all students enrolling for the first time at UNM. Many of the courses, most of which are one-semester courses, include a community component. One specific course that is offered is ARSC198: Making a Difference, a two-semester sequence in which the same group of students move together in a year-long service-learning experience in which they work with the same community partner (as a class) and explore some fundamental questions about the nature of service, community as a force that stimulates change or progress, and the relationship between democracy and justice in society.

#### General Education

NOTE: In AY2018-2019, the Provost’s Office launched a three-year initiative to transform the general education core curriculum. In line with UNM’s mission, the Provost’s Core Curriculum Teaching Fellows program will foster the habits of mind necessary for life-long inquiry and learning, engaged citizenship, and productive and fulfilling employment. The initiative starts with UNM’s talented faculty and depends on building networks for sharing ideas through communities of practice around areas of engagement. While enhancing their own general education courses, fellows develop a community of practice in one of six areas of engagement:

- Community Engaged Learning
- Racial & Social Justice
- Global Awareness
- Undergraduate Research
- Innovation
- Writing Across the Curriculum

The first cohort of Community Engaged Learning faculty fellows hail from the following departments/colleges:

- Honors College
- Spanish & Portuguese
- History
- English Language & Literature

#### In the Majors:

In the Signed Language Interpreting Program, the “Practicum in Signed Language Interpreting” (SIGN 419), 15-17 majors complete a minimum of 200 hours of community interpreting with deaf community members throughout the state of New Mexico.

Chicana and Chicano Studies faculty introduced community-based learning course in 2012-2013, CCS486 "Writers in the Community." This course designed to place UNM writing students into diverse community settings to work alongside students of all ages, needs, interests and abilities. WTC writing workshops will be offered in schools, community centers, justice settings, homeless- shelters, healthcare facilities, and other venues. The WTC writers-in-residence will facilitate poetry/creative writing workshops and literary projects and work with program coordinators and teachers to accomplish goals established between the UNM students and their sponsors. The student projects will culminate in the publication of an anthology of participants' work and may include a celebratory community presentation/performance. This course will be an option for the community-based service requirement for the major. The also continue to offer a course CCS384 titled "Community Based Learning in Chicana/o Hispana/o Communities." This course offers students the opportunity to engage in community-based learning at a Community-Based Organization site of their choice. The course broadens student knowledge and understanding of global and local economic and social realities.

#### In the Minors:

The inter-disciplinary Peace Studies program offers a 24-credit minor including 9 potential courses and an internship. All courses have a central focus on community engagement, starting with introduction to peace studies (also taught as a freshman learning community), with the stated course goal of examining and extending, "the ideals of human rights to existing and emerging social and political problems around the world," and, "to seek ways in which students from all areas of academic interest can help find solutions to those problems." Students also participate in the annual Peace Fair to promote interdisciplinary work on campus and effective community outreach. During the 2012-2013 fiscal year the Peace Studies program hosted a "People Before Profit" film series featuring a social justice them each Monday night in the UNM Student Union Building Theater. The film series was a success among community members and students with attendees averaging 25 per showing.

Community Engaged Learning and Research in University College offers an 18-credit hour Civic and Community Engagement undergraduate minor. This program is designed to provide students with the skills and creativity to solve problems within their own communities and to develop students' own sense of self in collective efficacy and activism. The Civic and Community Engagement program integrates classroom learning with experiential and community-engaged learning opportunities, including service-learning, extended field study, and civic engagement at the local, national, and global levels.

CELR175 Introduction to Civic & Community Engagement  
CELR176 Practicum in Civic and Community Engagement  
CELR350 Community-Based Research I: Design  
CELR351 Community-Based Research II: Implementation  
CELR 391 or 392 Topics in Service-Learning Leadership or Topics in Global Service-Learning Leadership  
CELR499 Community Engaged Learning and Research Capstone Seminar

The Sustainability Studies Program (SSP) is housed within the College of Arts & Sciences and partners with five other colleges and schools to provide learning and research opportunities in the sciences, humanities, engineering, architecture, business, fine arts, and other areas. The Sustainability Studies minor degree provides students from most disciplines with sustainability knowledge, skills, and experiences that complement their major, thereby preparing them to bring sustainable practices to many sectors. The SSP minor bridges between the passionate grassroots

community and the professional institutional community of businesses and governmental agencies.

SUST 134 – Introduction to Sustainability; enrollment capped at 30  
SUST 334 – Sustainability Practicum; enrollment capped at 20  
SUST 434 – Sustainability Synthesis; enrollment capped at 20  
SUST 499 – Sustainability Capstone Independent Study Project  
SUST 402 – Topics in Sustainability

## ***B. Co-Curricular Engagement***

***Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular engagement requires structured reflection and connection to academic knowledge in the context of reciprocal, asset-based community partnerships.***

***1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus.***

***Please select all that apply:***

- ☒ Social innovation/entrepreneurship
- ☒ Community service projects - outside of the campus
- ☒ Community service projects - within the campus
- ☒ Alternative break – domestic
- ☐ Alternative break – international
- ☒ Student leadership
- ☒ Student internships
- ☒ Work-study placements
- ☐ Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- ☒ Living-learning communities/residence hall/floor
- ☐ Student teaching assistants
- ☐ Athletics
- ☒ Greek life
- ☐ Other (please specify)

***1.1. For each program checked above, provide examples:***

### **Social Innovation/entrepreneurship**

Community Research Education and Academic Retention Initiative (CREAR) El Centro de la Raza, UNM's award-winning center devoted to the empowerment, transformation and development of underrepresented and Latino students, developed CREAR to promote academic excellence through community-based learning and research activities. This initiative fosters on-campus and off-campus activities by increasing student scholarship, community engagement, interdepartmental collaboration and faculty support. Graduate and undergraduate students undertake projects in the areas of social sustainability, women's rights, cultural affirmation, immigration, social and economic entrepreneurship, community-based participatory mapping, transfer science, technology and information, economic and organizational development, and policy development.

Innovation Scholars Program Through interdisciplinary experiences, students accepted to the Innovation Scholars Program work on real problems and create new ideas while earning credit toward their degrees. These courses develop critical thinking and problem-solving skills, while instilling a culture of innovation and entrepreneurship, and many of them are working on developing social innovation or social entrepreneurial projects in partnership with local community organizations. Through the Innovation Scholars Program, students are required to:

- Enroll in one Innovation Academy (iA) course each year
- Participate in one Innovation Academy club/organization each year
- Attend four Innovation Academy events per year (lectures, pitch competitions, internship fairs, etc.)
- Meet with Career Services representatives to develop personalized branding & marketing of iA skills

For their participation, students earn the following distinctions:

- 1 Year of participation = Bronze Level Distinction
- 2 Years of participation = Silver Level Distinction
- 3 Years of participation plus completion of capstone project = Gold Level Distinction
- 4 Years of participation plus completion of capstone project = Lobo Level Distinction

### **Community service projects (off campus)**

UNM Spring Storm The ASUNM Community Experience, the community service agency on campus, holds an annual event known as The Spring Storm. Countless students, Staff, and Faculty from UNM participate in a one-day service project. This event offers a fun way of giving back to Albuquerque through a massive volunteer force. The day starts at Johnson Center Main Gym. Breakfast is provided. Then everyone heads out to projects across Albuquerque. After two and half hours of work everyone heads to Johnson field for Lunch, prizes, fun, and Student Special Events Fiestas.

UNM Gives The University of New Mexico is proud of our university's history of engagement with local, state, and global communities and we encourage members of the UNM Pack -- staff, faculty, students, and alumni -- to continue engaging in meaningful ways to address community identified needs and improve the lives of others. UNM Gives, the campus's United Way annual giving campaign, recognizes that "giving" can come in many forms, including academic service-learning, volunteerism, advocacy, and philanthropy. Many of our staff, students, and faculty commit to service as a central tenet of our campus culture, and numerous members of the UNM community donate time and money to local organizations. Volunteering connects the UNM pack with local schools, nonprofit organizations, and community services. People with diverse skills, cultural backgrounds, ages, and abilities strengthen UNM's capacity to meet the evolving needs of our community. Volunteering time and talent is vital for our community to thrive. Below are resources to help you find volunteer opportunities. Be sure to use the link below to share the time you volunteer through the campaign and keep an eye out for ways to continue sharing your volunteer work beyond this Fall. Students, faculty and staff are encouraged to find opportunities at the following local organizations:

- City of Albuquerque
- ABQ Involved
- Serve Abq
- Share New Mexico
- Community Link ABQ
- Center for Nonprofit Excellence
- Volunteer Match
- Create the Good



UNM Service Corps The UNM Service Corps is currently a collective students predominantly from New Mexico most of who attend the University of New Mexico and Central New Mexico Community College. The UNM Service Corps acts in collaboration with a variety of community partners, neighborhood groups, local schools and non-profit organizations to address critical social and educational issues facing children and families. The students apprentice with strong community leaders in approximately 30 community-based organizations. The apprenticeship model is based on long-term relationships and partnerships with some of the strongest non-profits and community-based organizations in Albuquerque working on education, economic, and health equity issues. Most Service Corps members are immersed in neighborhood projects for approximately 20 hours a week for at least one year. All Service Corps members have semester classes, annual retreats and symposiums, to deepen their practice. Many of these professional development opportunities are led by their peers, the CEC Capacity Builders.

### **Community service projects (on campus)**

Fall Frenzy The ASUNM Community Experience holds an annual event known as Fall Frenzy where hundreds of UNM Students take part in a pre-Homecoming Week Campus Cleanup! Students rake leaves, plant flowers, lay mulch, plant trees, and generally beautify the UNM campus. Students volunteer for three hours and then meet back near the Duck Pond for a celebration luncheon picnic with prizes, games, and great food!

Halloween Blood Drive ASUNM Community Experience partners with United Blood Services to put on the largest blood drive on campus. Blood donors and volunteers are encouraged to wear costumes to donate blood and spread the word about the drive. CE Volunteers work hard each fall to sign up hundreds of blood donors to make a lasting effort on the people of New Mexico.

Food Drive ASUNM Community Experience Volunteers set up an annual food drive each fall to benefit the hungry families of the Albuquerque area. They have partnered in the past with Albuquerque's Roadrunner Food Bank and the Storehouse. Collection Bins are distributed around campus, including the Student Union Building and the Residence Halls areas.

Giving Tree Each year, ASUNM Community Experience coordinates a campus wide giving tree where the UNM community donates gifts and supplies to be given to area charities and families who cannot afford to purchase gifts for the holidays. The tree is located in the Student Union Building atrium and gift tags decorate the tree. Simply take a tag and return it with the requested item to donate to the Giving Tree. CE volunteers then distribute the donations to the arranged charities.

Lobo Food Pantry The LoboRESPECT Advocacy Center hosts a monthly food bank on campus, where students have the opportunity to receive free groceries donated by the Roadrunner Food Bank of New Mexico.

### **Alternative Spring Break (Domestic)**

New Orleans Every year since 2011, Lobos have traveled to New Orleans, Louisiana for the Alternative Spring Break (ASB) Program. ASB is a chance for students to give back to the greater community by working alongside Camp Restore, an organization that helps to connect us with community service projects in and around the New Orleans area, such as rebuild houses for those affected by Hurricane Katrina. Students travel to New Orleans, LA to participate in community engagement projects in areas still feeling the effect of Hurricane Katrina. During the trip, students will develop and use skills in the areas of home-building, teamwork, and leadership.

AISS Alternative Spring Break Grand Canyon UNM's American Indian Student Services (AISS), a program that provides cultural and academic programming for American Indian students, hosted its first "Alternative Spring Break" developed to contribute tribal service, expand community and cultural

education and gain insightful motivational experiences. Students and two staff travel to the Havasupai Reservation in Arizona, near the bottom of the Grand Canyon, to assist the Havasupai Tribe with environmental improvement endeavors. Due to the lack of vehicles on the Havasupai Reservation, participants traveled by foot hiking nearly 28 miles to reach their destination. Students spent time in the Supai village working directly with tribal members on service projects that included learning about and assisting in a composting initiative to help the tribe's gardens withstand the isolated conditions; cleaning up trash and debris throughout village that harsh winds had blown in; answering personal house cleaning requests; and working in the Supai's landfill recycling center that raises funds for the small on-site school.

UNM Dream Team Students from the UNM Dream Team and the university travel to Los Angeles for the "Building Dreams" Alternative Spring Break to learn, share and bring back resources about immigrant rights and organizing from student and community groups. Students meet and work with students and staff from California State University-Long Beach and University of California-Los Angeles as well as community groups including the Dream Resource Center and National Day Laborers Organizing Network (NDLON). Students also attend a community art event at the Floricanto Center for the Performing Arts to learn more about activism. In addition to learning about immigration and organizing, students re-learned about activism, building relationships and campus/community partnerships to support access and success for undocumented students and families. Students were also hosted by the UCLA Bruin Resource Center to learn about graduate and professional opportunities.

### **Student Leadership**

American Indian Summer Bridge The AISB American Indian First-Year Scholars Experience AISB is designed to immerse incoming students into the rigors of college life while providing academic, financial, and social preparation for the first-year university experience. The four-week residential program includes enrollment in credit bearing courses taught by experienced faculty. Students improve study skills, enhance time management, and engage in leadership development; all which build capacity for academic success. In addition, students participate in cultural and community engagement activities and events.

AISS Ambassadors American Indian Student Services (AISS) Ambassadors are dedicated to service, learning, & academic excellence at The University of New Mexico – Main Campus and are actively involved in AISS recruitment & outreach, volunteerism, and programming. AISS Ambassadors participate in diversity & leadership trainings, build presentation & teamwork skills, and expand knowledge about UNM & AISS history.

Transformar Summer Leadership Institute - Study Abroad The purpose of this Transformar Summer Leadership Institute is to learn about ancient and contemporary cultures in Mexico. The emphasis is on understanding local cultures in the Central Valley, including Otomies, Toltec, Aztec, and Mexican culture. The students visit museums, cultural sites, and will interact with Mexican students as well. The students will also participate in the Encuentro de Estudiantes Latinos e Indigenas de Estados Unidos y Mexico, which will be coordinated between El Centro de la Raza and the Red de Mujeres Indigenas de Hidalgo, and other partners in.

### **Student Internships**

Public Allies Public Allies is a national AmeriCorps based movement to create a just and equitable society and the diverse leadership to sustain it. The Public Allies program housed in the UNM Community Engagement Center offers apprenticeships with non-profits working for social justice 40 hours/week for ten months, where Corps members receive a monthly stipend and an AmeriCorps education award at the end of their term of service. Their services include addressing the local needs of community such as educational justice, Youth and Family development, Racial Equity in the Legal and justice systems, Environmental and Community Sustainability and Community Health.

### **Work Study Placements**

The UNM Office of Student Employment works directly with off-campus organizations who would like to employ UNM students who are work-study qualified. Organizations must be non-profit organizations and the position posted must qualify as community service. Community services are defined as services that are identified by an institution of higher education through formal or informal consultation with local nonprofit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs. Examples of these services may include health care, child care, literacy training, education (including tutoring), and support for students with disabilities. To be considered employed in a community service job, the student does not necessarily have to provide a "direct" service. For example, a student working for a "meals on wheels" program may prepare meals for the program without having any direct contact with the community residents, yet the service he or she is providing is very important in meeting community needs. When reviewing potential community service agencies, the Office takes priority on those agencies that will meet the human, educational, environmental, and public safety needs of the community.

### **Living-Learning Communities/Residence Halls**

The majority of residence halls on UNM's campus are themed living-learning communities that offer related activities to students' chosen field of study or profession and each housing complex has resident advisors in charge of developing and facilitating community service and civic engagement activities for hall residents. For example, Coronado Hall is focused on environmental and sustainability issues and hosts its own composting and recycling programs. Additionally, it is a gender-neutral and allies community for individuals seeking gender neutral accommodations. Additionally, student residents are encouraged to join the National Residence Hall Honorary, a student leadership organization that works to recognize people for their contributions to our communities, as well as provide opportunities for students to gain leadership and service experience. Students can elect to become involved with the UNM's Cherry & Silver Chapter is a great way to make a big impact on the greater campus community and network with students across the country.

### **Greek Life**

Fraternities and sororities are some of the best contributors to service and philanthropy in the campus community. For example, over the past five years, the Greek community has annually engaged in more than 10,000 hours of community service and raised thousands of dollars to benefit charities of various causes. Spring Storm, the Greek Week Philanthropy Day, and Fall Frenzy are the largest community service projects involving Greeks. Students paint, dig, build, clean, serve meals, and much more. The Greek community prioritizes taking the time to make the world around them a better place. The Greek Community is committed to raising money for local and national causes.

***2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?***

☒ No ☐ Yes

***3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?***

☒ No ☐ Yes

### ***C. Professional Activity and Scholarship***

***1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)?***

☐ No ☒ Yes

***1.1. Provide a minimum of five examples of staff professional activity:***

*Un-Learning, Organizing, and Re-Imagining Leadership for Community-Capacity Building*  
November 2-4th 2017 (Kiran Katira, Director, Community Engagement Center)  
Salt Lake City, Utah.

The intersection of anti-racist education, community organizing, and leadership development will be explored to re-imagine community-capacity building for our new times.

*Farm to Cafeteria National Conference (National Farm to School Network)*  
April 25-26, 2018 (Kiran Katira, Director, Community Engagement Center)  
Cincinnati, Ohio.

Utilizing a social determinants of health lens, the workshop provides an opportunity for participants to understand the root causes of inequities seen in communities.

*Dismantling Controlling Images* (Brandi Stone, Director, African American Student Services)  
Dismantling Controlling images will be a lecture-based presentation. It will focus on what exactly is a controlling image. Some core questions that will engage the audience, how do images affect the way others see you? What are some ways you play into or resist these images? Is there a time when you felt like an image was placed upon your body? This presentation will bring the academic and oft jargonized language into the daily life of African Americans and black people in a broader sense. With the attempt to make aware of the masking and dissembling that is often regarded as code-switching in the black community. In the most objective sense, this lecture will present the audience with new information that we will attempt to dismantle during the course of the lecture.

*Serving the Black Millennial and Gen Z Students* (Brandi Stone, Director, African American Student Services)

While the 60s civil rights era is long gone, in many ways it's still here. Understanding how we serve Black Millennial and Gen Z students is critical to ensuring an environment that fosters academic excellence. In this presentation, we discuss new practices and initiatives AASS is currently taking to connect with our students.

*Blood, Sweat, Tears* (Brandi Stone, Director, African American Student Services)

College is what you make of it. Being prepared and knowledgeable will completely impact the experience you have. Researching scholarships and grants and being savvy about financial aid practices will pay off...literally. The admissions process is not the same for every school. Your personal narrative is also a document that you have the option to amend based on your college choices and interests during the application process. Information on Historically Black Colleges and Universities (HBCUs) will be shared.

***2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?***

☐ No ☒ Yes

**2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:**

(American Studies) Denetdale, Jennifer. (2009). Living through the Generations: Continuity and Change in Navajo Women's Lives, and: Weaving Women's Lives: Three Generations in a Navajo Family (review). *The American Indian Quarterly*. 33. 288-292.

(American Studies) Denetdale, Jennifer. (2009). Securing Navajo National Boundaries: War, Patriotism, Tradition, and the Diné Marriage Act of 2005. *Wicazo Sa Review*. 24. 131-148.

(American Studies) Denetdale, Jennifer. (2011). Patterns of Exchange: Navajo Weavers and Traders by Teresa J. Wilkins. *Ethnohistory*. 58. 164-165.

(Education) Franklin Torrez, C.A., Brinkerhoff, J. & Welch, I. (in press). Teacher preparation for our communities: Building co-teaching collaborative schools from the ground up. In E. Petchauer & L. Mawhinney (Eds.). *Freedom Legacy, Future Promise: Teacher Education Across Minority Serving Institutions*. New Brunswick, NJ: Rutgers University Press.

(American Studies) Goeman, R., Mishuana & Denetdale, Jennifer. (2009). Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities. *Wicazo Sa Review*. 24. 9-13.

(Education) Gutierrez-Gomez, C., Atencio, D., Hossain, Z., Kelly, R., Kessel, F. (2016). Academic Program Review for the Early Childhood Multicultural Education Program and Family Studies (Merging to one new program - Family and Child Studies). University of New Mexico, Individual, Family, & Community Education.

(Computer Science) Irene Lee, Maureen Psaila Dombrowski and Ed Angel. (2017). "Preparing STEM Teachers to offer NM-CSforAll," *Special Interest Group on Computer Science Education (SIGCSE)*.

(Education) Krebs, M. (2009) Service-learning: Motivations for K-12 teachers—A qualitative/phenomenological study of teachers who have successfully implemented service-learning projects in K-12 classrooms. Saarbrücken, Germany: VDM Verlag Publishing.

(Education) Krebs, M., Torrez, C., Edaakie, R., & Kostelecky, S. (2015). Third graders revitalize the Zuni Pueblo Language one letter at a time. *Literacy & Social Responsibility*

(Engineering) Lim, W., M. Moses, and V. Svihla. (2017). "How do coding experiences help build algebra skills of symbols and notations?," *Psychology of Mathematics Education 41 Annual Conference*, v.41.

(Sociology) López, N., Erwin, C, Binder, M. & Chavez, M. (2018). "Making the Invisible Visible: Advancing Quantitative Methods Through Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980- 2015," *Race, Ethnicity and Education: Special Issue, QuantCrit: Rectifying Quantitative Methods Through Critical Race Theory* 21(2): 180-207.

(Education) Marsh, T. (2016). A critical pedagogy for Black youth empowerment. *Black History Bulletin*, 79(1), 14-22.

(Computer Science) Svihla, V., Moses, M. E., Lim, W., Peele-Eady, T.B., Lee, I.E., Esterly, E.E., & Prescott, P. (June, 2017). "Designing for assets of diverse students enrolled in a freshman-level computer



science for all course,” in 2017 ASEE Annual Conference & Exposition, (Columbus, Ohio), ASEE Conferences.

(Education) Williams, S. & Krebs, M. (April 2016). Closing the college and career opportunity gap in partnership with university, school, and community. Proceedings from the 2016 AERA Annual Meeting, Washington, DC.

**3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?**

☐ No ☒ Yes

**3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:**

(Community Health) Cacari Stone, L., Diaz Fuentes, Claudia, López, Nancy, Raj Joshi, Janak, Castillo, Florence, Lauvidaus, Maria. 2017. The Heart of Gender Justice in New Mexico: Intersectionality, Economic Security, and Health Equity (Part 2: Quantitative Data Analysis). Santa Fe, NM: NewMexicoWomen.Org (a program of New Mexico Community Foundation).

(Sociology) Goodkind, Jessica, Suha Amer, Charlisa Christian\*, Julia M. Hess, Deborah Bybee, Brian Isakson, Brandon Baca, Martin Ndaysenga, R. Neil Greene\*, and Cece Shantzek. 2017. “Challenges and Innovations in a Community-based Participatory Randomized Controlled Trial,” *Health Education & Behavior* 44(1):123-130.

(Sociology) López, Nancy, Edward Vargas, Lisa Cacari-Stone, Melina Juarez, Sonia Bettez. 2018. “What’s Your “Street Race”? Leveraging Multidimensional Measures of Race and Intersectionality for Examining Physical and Mental Health Status Among Latinx.” *Sociology of Race and Ethnicity*, 4(1):49-66.

(Community Health) Oetzel, John & Wallerstein, Nina & Duran, Bonnie & Sanchez-Youngman, Shannon & Nguyen, Tung & Woo, Kent & Wang, Jun & Schulz, Amy & Kaholokula, Joseph & Israel, Barbara & Alegria, Margarita. (2018). Impact of Participatory Health Research: A Test of the Community-Based Participatory Research Conceptual Model. BioMed Research International. 2018.

(Community Health) Tosa, Janice & Tafoya, Greg & Sando, Sherwin & Sando, Estevan & Yepa, Kaitlyn & Wiley, James & Wallerstein, Nina & Lucero, Julie. (2018). RezRIDERS: A Tribally-Driven, Extreme Sport Intervention & Outcomes.

(Community & Regional Planning) Isaac, Claudia. (2013). Ethics of Navigating Complex Communities. Focus. 10. 10.15368/focus.2013v10n1.2.

(Education) Minthorn, R. & Marsh, T. (In process). Arts based inquiry methodology use for Indigenous students’ voice and perspective. In T. Flowerday & D. McInerney (Eds.), Looking forward: Indigenous issues in education and research (special issue). Contemporary Educational Psychology.

(Community & Regional Planning) Jojola, T. (2017). "Indigenous Planning: from Principles to Practice," with Libby Porter, Hirini Matunga, Leela Viswanathan, Lyana Patrick, Ryan Walker, Leonie Sandercock, Dana Moraes, Jonathan Frantz, Michelle Thompson-Fawcett, Callum Riddle. *Planning Theory & Practice*, online first Nov. 15, 2017:

(Architecture) Scruggs, C. (2016). "Challenges and Opportunities in Stimulating Public Awareness and Engagement on US Chemicals Policy," *Journal of Environmental Studies and Sciences*, (2016) 6(3): 569-579, DOI: 10.1007/s13412-016-0387-4, C.E. Scruggs and \*R.B.B. Moore.

(Language, Literacy & Sociocultural Studies) Trinidad Galvan, R. (2016). Collective memory of violence of the female brown body: A decolonial feminist public pedagogy engagement with the feminicides. *Pedagogy, Culture and Society* 24(3)15. DOI:10.1080/14681366.2016.1166149

(Education) Celedon-Pattichis, S. (in press). The Need to be Intentional in the Integration of Social Justice in Mathematics Content Courses: Commentary to Using Mathematics to Investigate Social and Political Issues: The Case of Illegal Immigration. To appear in D. Y. White, S.

(Community & Regional Planning) Renia Ehrenfeucht, 2017, "Do Food Trucks and Pedestrians Conflict on Urban Streets," *Journal of Urban Design* 22(2): 273-290.

(Law) Moore, Jennifer. (2016) Engendering Peace and Justice after Armed Conflict: A Call for Qualitative Research among Women's Community Networks" (Georgetown Institute for Women, Peace and Security Occasional Paper Series, 2016).

#### ***D. Community Engagement and Other Institutional Initiatives***

***Please complete all the questions in this section.***

***1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?***

☐ No ☒ Yes

***1.1. Please describe and provide examples:***

The Division for Equity and Inclusion (DEI) leads inclusive excellence initiatives through education and dialogue and strategic engagements and sustainable collaborations. DEI identifies university and community partners that are involved in complementary efforts to minimize duplication and strengthen initiatives to promote a healthy and inclusive campus climate, advance the academic enterprise and increase the success of our students at UNM.

Most recently, the University received a \$50,000 grant from Lumina Foundation's Fund for Racial Justice and Equity, a project of Rockefeller Philanthropy Advisors, to enhance the general education curriculum with teaching and learning around race and social justice. From a pool of 312 nation-wide applicants, UNM was one of 19 college and universities selected to receive funding from Lumina's Fund for Racial Justice and Equity. The fund was created last year in response to racially motivated violence in Charlottesville on the campus of the University of Virginia. The UNM Division for Equity and Inclusion collaborated with Dr. Pamela Cheek, Interim Associate Provost, as well as members of the Diversity Council and the Institute for the Study of 'Race' and Social Justice, to submit the successful proposal. The Racial Justice and Equity grant will support six Provost's General Education Core Curriculum Faculty Fellows who will develop and share tools for fostering thought about racial and social justice. These six faculty members will also share teaching techniques for engaging and retaining students from all backgrounds in college classes.

The Anderson School of Management helped fund a project by students and faculty in the International Business Students Global (IBSG) group that addresses the concerns surrounding immigration in a creative way. “Outside the Margins: The Blue Book on the Global Refugee Crises” has been published after more than two years of effort by a group of 30 students and 70 partners in IBSG. The book provides insight on the implications of displacement as a global crisis, while addressing causes for displacement and migration. “Outside the Margins,” which confronts the refugee crisis by suggesting that art can help bridge the disconnect between society and dispossessed migrants, emerged from a growing sense of urgency surrounding the Syrian refugee crisis. The project emphasizes poetics and art as a new paradigm for refugee aid and accompanying programs.

***2. Is community engagement connected to efforts aimed at student retention and success?***

☐ No ☒ Yes

***2.1. Please describe and provide examples:***

The Office of Student Academic Success engages in several statewide collaborations and partnerships that focus on student recruitment, retention and success, in particular with underrepresented minority youth.

The Unidos Project was implemented to increase Latino student success from middle school to college completion working with Albuquerque Public Schools, Central New Mexico Community College, community organizations, and policy makers. The mission of Lumina Foundation is to expand access and success in education beyond high school, particularly among adults, first-generation college going students, low-income students and students of color. This mission is directed toward a single, overarching big goal – to increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025.

The FAFSA Completion Project is a statewide collaboration to increase awareness, submission and completion of the FAFSA and college applications. Support is available to students, family, and communities throughout the process.

MATCH, an acronym for Mentoring and Tutoring Create Hope, plans to be a primary resource in New Mexico and the nation for both elementary students needing to reach grade level and college students wanting to reinvest in society. We work with colleges, universities and local schools to facilitate relationship building, encouraging growth and development in all participants. We believe that successful students lead to healthy communities and are excited to be bringing our model into communities across New Mexico.

***3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects’ protections for community-engaged research?***

☐ No ☒ Yes

***3.1. Please describe and provide examples:***

The Office of the IRB (OIRB) facilitates the UNM IRB for Main Campus. It is the commitment of the OIRB to promote the safety and protection of people involved in human research by providing support, guidance, and education to facilitate ethical and scientifically sound research. The OIRB serves UNM Main and Branch Campus student, staff, and faculty researchers. Researchers are provided with myriad

resources on engaging in human subjects' research following a variety of protocols (i.e. at-risk populations, etc.)

Specifically, the IRB Protocol Template has a section that directly addresses researchers who are conducting "Community-Engaged Studies." That protocol is noted below:

*Community-engaged studies*

1. *Define 'community' as it relates to this particular study.*
2. *Describe community engagement in this study:*
3. *Who are the community partners? How was the partnership formed?*
4. *Describe community partners' involvement in study development, including helping to define research objectives and having input into how the study will be organized and conducted. (Consider literacy issues, language barriers, cultural sensitivities, Community Advisory Board (CAB), etc.).*
5. *Describe community partners' involvement in collection, analysis and/or interpretation of data, and input into how the results are distributed. (This does not imply censorship of data or of publication, but rather the opportunity to make clear the community's views about the interpretation. Indicate if they will not be involved in this phase of research)*
6. *Describe how research processes and outcomes will benefit the community.*
7. *Describe community partner(s) roles and responsibilities:*
8. *Will the community partner(s) provide a physical location or facilities for the conduct of this study?*
9. *Will community partner(s) and/or community partner site personnel interact with research participants?*
10. *Provide a list of responsibilities community partner(s) and/or community partner site personnel will have in the conduct of this study.*
11. *How will the Principal Investigator assure that community partner(s) and/or community partner site personnel are implementing study procedures according to the study protocol and application (fidelity to the protocol)?*
12. *Will the Principal Investigator or research coordinator be at the community partner site to provide direct supervision?*
13. *Explain how supervision by the Principal Investigator will occur during the study.*
14. *Will someone from the community partner site be trained to supervise the conduct of the study?*
15. *Provide the name and contact information for personnel from the community partner site who will oversee research activities for this study, and explain how supervision will occur*
16. *How will the Principal Investigator and the community partner(s) and/or community partner site personnel communicate about the study?*
17. *How will study progress be monitored?*
18. *How will the Principal Investigator assure that changes in the study protocol or procedures are communicated to the community partner(s) in a timely fashion?*
19. *How will the Principal Investigator assure that the current version of all IRB approved documents is available to the community partner(s)?*

**4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?**

☐ No ☒ Yes

**4.1. Please describe and provide examples:**

Broader Impacts training and guidance are offered through two avenues: (1) The UNM Faculty Research Development Office, and (2) through the UNM ADVANCE: Women in STEM Program. Researchers seeking funding from the National Science Foundation (NSF) or other federal funding agency that requires Broader Impacts statements are encouraged to seek consultation and training in developing a Broader Impacts program for their research proposal.

This year is the first year that the UNM ADVANCE team is offering a workshop titled “How to Address Broader Impacts Expectations and Develop Outreach Programs,” led by Stephanie Tofighi, Faculty Research Support Officer, and Monica Kowal, Director of Community Engagement Initiatives. The workshop is designed to teach UNM researchers how they might use community-engaged scholarship approaches to their research program, but also how they build on existing community relationships and partnerships to design impactful broader impacts work.

***5. Does the institution encourage and measure student voter registration and voting?***

☐ No ☒ Yes

***5.1. Describe the methods for encouraging and measuring student voter registration and Voting.***

The University has been a member of the National Study of Learning, Voting and Engagement (NSLVE) since 2012 and we have received campus reports for the 2012, 2014 and 2016 election cycles; however, it is not clear how meaningfully or purposefully these reports have been used across campus.

This year will be the first year that our institution participates in peripheral voter engagement opportunities such as the All In Campus Democracy Challenge to increase student voting rates.

***6. Is the institution committed to providing opportunities for students to discuss controversial social, political or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?***

☐ No ☒ Yes

Students, faculty, staff and community have ample opportunity to engage in discussions about a myriad of social issues. During the 2017-2018 academic year, the right to speak or act on freedom of speech and expression was top on that list. Some events were organized rallies by student groups or protests against polarizing events or speakers, while others were more informal gatherings or planned platforms to talk about the definitions and/or limitations of individual rights, academic freedom and civility. In his first campus communique, then-Acting President Chaouki Abdallah emphasized the unique position and critical role that public universities should play in fostering a challenging, yet hospitable, intellectual climate for all viewpoints to be part of a public discussion. UNM’s policies encourage the exchange of diverse viewpoints, emphasizing that freedom of expression is central to the University’s mission.

*“At times, the conversation and decisions will become difficult and will test our civility and our core beliefs, but at no time should we relinquish the role of UNM as a playground for ideas and a center for the freedom of speech and thought,”* Abdallah said.

Below are examples from AY 2017-2018:



The Lobo Reading Experience is a Provost's Office Initiative created in 2009 as a common academic reading program. Each academic year, we select a book that touches on important social issues and current events in an effort to help students explore new ideas and form their academic identities. Past books have included: "Just Mercy" by Bryan Stevenson, "The Working Poor," by David Shipler, "Garbology," by Edward Humes, "A Cup of Water Under My Bed," by Daisy Hernandez, and "Enrique's Journey" by Sonia Nazario.

The UNM Institute for the Study of "Race" and Social Justice was established in January 2009 with the mission of promoting the establishment of empirical, theoretical and methodological clarity about "race" and developing strategies for ameliorating race-based inequality.

UNM Seal and Zimmerman Murals: Students, faculty, staff, administration and alumni have engaged in a long-standing debate around the history and appropriateness of the UNM Seal and several murals in our historic Zimmerman Library building. The UNM Seal, which was designed in 1889 and shows a Conquistador (European Spaniard) and an Anglo Frontiersman, has long been criticized for its exclusion of Native American Indian and Indigenous Mexican peoples. Student Groups such as The Red Nation and the UNM Kiva Club have sponsored formal discussions with the UNM Regents to change the seal to be more reflective of the diversity of the state and the institution as well as acknowledging the violent past of white European colonizers. Additionally, debate around several controversial murals in Zimmerman Library, painted in 1939, has been ongoing. The murals, which reflect a hierarchy with Latinos were portrayed stereotypically as manual labor, Native Indigenous people as artisans, and Anglos presented as scientists and physicians, were recently covered until the University can find a way to preserve and remove them safely to another location.

***6.1 Describe ways in which the institution actively promotes discussions of controversial issues:***

***7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?***

☐ No ☒ Yes

***7.1 Please describe and provide examples:***

Community Research Education and Academic Retention Initiative (CREAR) El Centro de la Raza, UNM's award-winning center devoted to the empowerment, transformation and development of underrepresented and Latino students, developed CREAR to promote academic excellence through community-based learning and research activities. This initiative fosters on-campus and off-campus activities by increasing student scholarship, community engagement, interdepartmental collaboration and faculty support. Graduate and undergraduate students undertake projects in the areas of social sustainability, women's rights, cultural affirmation, immigration, social and economic entrepreneurship, community-based participatory mapping, transfer science, technology and information, economic and organizational development, and policy development.

Innovation Scholars Program Through interdisciplinary experiences, students accepted to the Innovation Scholars Program at the UNM Innovation Academy work on real problems and create new ideas while earning credit toward their degrees. These courses develop critical thinking and problem-solving skills, while instilling a culture of innovation and entrepreneurship, and many of them are working on developing social innovation or social entrepreneurial projects in partnership with local community organizations. The Innovation Academy is also the North American Hub Office for the Darwin

International Institute for the Study of Compassion and will have a minimum of three, 4-year doctoral scholarships available to students who are studying compassion-related issues, beginning Fall 2018.

The UNM Small Business Institute (SBI) at Anderson provides consulting work for local start-ups, expanding businesses, nonprofit organizations and family enterprises. Every semester, 25-30 student teams comprised of 3-5 students, guided by a UNM Anderson faculty member, assist clients in preparing strategic business plans, financial analyses and marketing research studies. These mutually beneficial partnerships offer students an experiential learning opportunity while providing businesses with management assistance. The SBI has assisted more than 700 clients since its founding in 1978. In the past four years, SBI student teams have been awarded top rankings in the annual SBI Project of the Year program competing against 75+ colleges nationwide. A recent independent study by the Mid-Region Council of Governments reported that between 2014 and 2015, UNM Small Business Institute's clients applied the recommendations of UNM student consulting teams and created 195 direct and indirect jobs with \$8.28 million in wage and salary compensation.

The School of Public Administration offers a Nonprofit Management course that introduces students to the central theories and management practices of nonprofit organizations. Topics include nonprofit mission, strategy, board governance, executive leadership, employee motivation, volunteer management, fundraising, marketing, social enterprise, collaboration, and performance measurement. Students are encouraged to understand the unique nature and role of the nonprofit sector in the United States and master basic concepts, models and theories of nonprofit management and their implications in the daily practices.

### ***E. Outreach and Partnerships***

***Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus 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 is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.***

#### ***E1. Outreach***

***1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:***

- ☒ Learning centers
- ☒ Tutoring
- ☒ Extension programs
- ☒ Non-credit courses
- ☒ Evaluation support
- ☒ Training programs
- ☒ Professional development centers
- ☒ Career assistance and job placement
- ☒ Other (please specify)

***1.1. For each category checked above, provide examples of how the outreach is consistent***

*with a community engagement partnership approach:*

Learning Centers:

The Medieval Studies Outreach Program to the Secondary Schools is the curricular enhancement arm of the Institute for Medieval Studies. The Outreach Program has been operating since 1992 and provides support, encouragement, and professional collaboration for those who are looking for resources for learning and teaching about the Middle Ages in primary and secondary schools. The program offers peer-mentoring between UNM faculty and students and secondary school students and faculty in the New Mexico private and public schools.

The Rio Grande Stormwater Quality Team has funded the Bosque Ecological Monitoring Project (Department of Biology) to implement an outreach education program on the topic of stormwater runoff. BEMP developed a classroom program called stormwater science with the main objective of teaching students that the health of the Rio Grande is directly related to the health of the surrounding watershed. This 1 ½ hour Stormwater Science classroom presentation was delivered to 616 students in 29 classrooms at 11 different schools during the school year.

The Maxwell Museum of Anthropology offers two primary educational outreach programs. The first is the Traveling Trunk Program: the museum has a collection of 9 traveling trunks and 4 loan kits of artifacts and other learning resources available to any community group interested in learning about the anthropological topics we present at our museum. This program is most popular with K-12 schools in Albuquerque and the surrounding communities, such as Belen, Moriarty, Corrales, Rio Rancho, Bernalillo and even Los Alamos, but is also available for libraries, boys and girls clubs, day care center and preschools, senior centers and the like. Volunteer docents present a very experiential, object-based program or community members can check out a loan kit and implement a program that fits with their particular curriculum.

University Libraries conducts outreach to the K-12 schools providing services including story times (for elementary schools), tours, library instruction sessions, and all-day guided research sessions. Throughout the year outreach sessions were given to community school groups, with a total attendance of more than 500 students. Over the past three years, Albuquerque Public Schools (Highland High), charter schools (Amy Biehl, Cottonwood Classical Preparatory School), private schools (Bosque Academy, Sandia Prep), and schools from outside Albuquerque (Santa Fe Indian School) have regularly brought their students to the libraries.

The Indigenous Nations Library Program (INLP) since 2006 has engaged in outreach to New Mexico tribal libraries, New Mexico public schools with high Native American enrollment, and to New Mexico tribes. One example is INLP's program for Santa Fe Indian School (SFIS), a research day at UNM Libraries for all high school seniors working on their senior research projects. I

The Latin American and Iberian Institute (LAII) strives to create a stimulating and supportive environment for K-12 educators so that they can produce, enhance, and expand knowledge of Latin America within their classrooms. To this end, the LAII works with educators across grade levels and subject areas, providing them with various programs and activities.

#### Tutoring:

Upward Bound Program: In addition to summer school programs, dual credit offerings, and mentoring, UNM's Upward Bound program provides tutoring sessions every Saturday at UNM main campus. Upward Bound makes weekly visits to our APS partner schools where it provides tutoring and college prep workshops. Upward Bound projects are designed to improve the financial/economic literacy of first-generation college students, many of whom have limited English proficiency and are traditionally underrepresented in postsecondary education. Also, Upward Bound serves students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students. The mission of Upward Bound is to offer rigorous academic support to college bound high school students. The program is 100% funded through a grant from the U.S. Department of Education and provides fundamental support to participants in their preparation for college entrance.

#### Extension Programs:

The mission of New Mexico Rural Alliance in the College of University Libraries is to provide education and training to those engaged in rural economic development. Thus, this organization is primarily engaged in developing the human capital in rural New Mexico. Through growing skills and capabilities of rural economic developers, this nonprofit helps rural communities to grow and retain businesses and to improve rural livelihoods by increasing employment opportunities. During the summer of 2013, a faculty member and a graduate student developed the Rural Alliance Virtual Learning Community (RAVIC). This is an online meeting place where rural economic developers can come to pose questions or find other resources to solve the problems encountered in performing their jobs. The site provides a place to gain knowledge and overcomes the large distances rural developers must travel should they desire to build community with others in their practice.

#### Non-Credit Courses:

Pre-Law Summer Institute for American Indians and Alaska Natives (PLSI) is an intensive two-month program that prepares American Indian and Alaska Native individuals for the rigors of law school by essentially replicating the first semester of law school. The PLSI concentrates its content into eight weeks of instruction, research and study, teaching students the unique methods of law school research, analysis, and writing. The success of the PLSI in providing a nationally respected pre-law orientation can be traced to its original and continuing intent — that it be based on sound legal education principles, and not function as a philosophical, political, or cultural training ground. For more than five decades, the Law Center has remained dedicated to providing valid training in the skills required for the study of law. There are no tuition or other charges to qualified participants to attend the Institute, and the PLSI provides a modest living allowance when funds permit.

The Comadre a Comadre Program at the College of Education conducts educational classes on the screening, diagnosis, treatment and survivorship of breast health and breast cancer and its management. These educational sessions are offered in a culturally competent manner through the use of - “la plática”, an informal conversational dialog which is characterized by an informal conversational style and practiced among Hispanic/Latina women. They conduct one-on-one “Breast Cancer Educational” session with newly diagnosed women and their loved ones upon their initial appointment as well as monthly “Educational Platica Series” on topics include disease management in the

areas of lymphedema, what new in the treatment for breast cancer and breast cancer in general and other relevant topics.

The UNM Continuing Education Manufacturing Practices course was developed with Scott Sibbet of the School of Engineering's Biomedical Science program after local biopharmaceutical businesses expressed a need for good manufacturing practices. The course is a full semester, credit and noncredit credit for Chemical Engineering, Nuclear Engineering, Pharmaceutical, and Biomedical engineering students. The course is offered as noncredit so that it can be open to community members, employers of pharmaceutical companies that need training, or any individual who might need training to advance in the workforce. The course was developed by Dr. Sibbett in tandem with and local pharmaceutical companies, whose representatives also participate as guest lecturers and provide field trips to various sites.

#### Evaluation Support:

The UNM Museum of Southwestern Biology (MSB) is a leader at UNM in public service, especially activities related to thoughtful (science-based) management of dwindling natural resources. MSB is heavily involved with municipal (Rio Grande open Spaces), state (NM State Lands Office, NM Game and Fish, Rare Plant Society, regional Bioblitz's, etc.), and federal (USDA Forest Service, US Fish and Wildlife Service, Bureau of Reclamation, National Park Service, etc.) agencies through funded projects, many related to developing effective management plans for their respective regions. International organizations also rely on our specimens, data and expertise to help them design and implement public health initiatives. MSB has built a strong tradition in the public health arena in efforts related to identifying zoonotic pathogens and understanding the ecology of zoonotic diseases and wildlife diseases in the western U.S., but also in a number of international settings.

#### Training Programs:

Launched in 2003, Project ECHO puts local clinicians together with specialist teams at academic medical centers in weekly virtual clinics or teleECHO™ clinics to share knowledge and expands treatment capacity. Treatment for hepatitis C is now available at centers of excellence across New Mexico, and more than 3,000 doctors, nurses and community health workers provide treatment to more than 6,000 patients enrolled in Project ECHO's comprehensive disease management programs for myriad conditions. Project ECHO offers a "Deep Dive" training for organizations that ready to replicate the ECHO model. Organizations can work with ECHO's Replication Team in setting up their own ECHO programs. This free, 3-day in-person training at the ECHO Institute in Albuquerque, NM requires that the organization complete a Launch Readiness Assessment and sign partnership documents before participation can occur. There are currently 685 ECHO programs worldwide, housed in 280 hubs in 35 countries.

The UNM Formula Society of Automotive Engineers (FSAE) program does extensive work in the area of STEM outreach and training. The program conducts a two-week long class in engineering with the two 5th grade classes at Monte Vista Elementary School. This often is a student's first encounter in understanding the difference in science and engineering. The program is part of the "A World in Motion" program, funded by the SAE Foundation. The goal of the national program is to bring the STEM disciplines of science, technology, engineering, and math to life in K-12 classrooms.



The New Mexico SpatioTemporal Modeling Center emphasizes the development of new single cell and single molecule technologies to generate improved quantitative data for modeling and the creation of new computational and mathematical tools for image analysis, hypothesis generation and prediction. NMSTMC supports training and outreach programs intended to recruit and equip a new generation of interdisciplinary researchers for successful careers focused on quantitative, systems level analyses of complex biomedical processes.

The College of Fine Arts offers a number of music training programs for K12 students, including the Summer Music Institute, which is designed for accomplished collegiate and high school musicians as well as young professional players. The UNM Summer Music Institute serves our community and region by presenting outstanding performances and showcasing masterful teaching by our UNM faculty and UNMSMI guest artists.

UNM-LA also collaborates with regional employers, including Los Alamos National Laboratory and Los Alamos County to develop and deliver customized training for workforce development. This customized training has ranged from human resource skills to report writing for security forces. With funding from a National Science Foundation grant, UNM-LA provided cybersecurity training to Information Technology professionals from LANL, public schools, hospitals and banks. This workforce training was an intensive week-long program on both offensive and defensive cybersecurity tactics. UNM-LA also provided a week-long professional development seminar for high school and middle school teachers of information technology and cybersecurity.

#### Professional Development Centers:

ESL Summer Institute LLSS houses the UNM/APS ESL Endorsement Summer Institute (which has had different names across the years), directed by Dr. Holbrook Mahn, which provides teachers with courses in TESOL during the summer. The coursework eventually leads to a state endorsement in TESOL. This Institute completed its 20th summer program in the summer of 2018.

Spanish Summer Immersion Institute for Bilingual Teachers. The Spanish Summer Immersion Institute for Bilingual Teachers is the result of a partnership between the NMPED's Bilingual and Multicultural Education Bureau and the Department of Language, Literacy, and Sociocultural Studies in the College of Education. The aim of the Institute is to provide teachers with the opportunity to use their Spanish in an academic setting while learning necessary instructional, historical, linguistic, and cultural information. The Institute plays an instrumental role in helping bilingual teachers in New Mexico prepare for and pass La Prueba, the state-mandated assessment for teachers in Spanish.

The Anderson School of Management sponsors a women's leadership weekend workshop at the Hyatt Tamaya. This is a 3.5-day workshop. At its inception it was the first of its kind with 20 female CEO/managers in attendance.

The Spanish Resource Center, with support from the UNM Latin American and Iberian Institute and community partners, hosted a professional development workshop. Presented by Pilar Lara Burgos, Spanish teacher at La Promesa Charter School and sign language interpreter, the workshop considered "Estrategias Educativas con Alumnado Sordo." Participant explore questions concerning deaf and hearing-impaired students, discussed sign language, and learned how to address a deaf or hearing-impaired person in the classroom.

Center on Alcoholism, Substance Abuse, and Addictions (CASAA). CASAA investigators, affiliated with the Departments of Psychology, Sociology, Communication and Journalism, Economics, and Psychiatry, are leaders nationally in 12-step research; research on Motivational Interviewing and the Community Reinforcement Approach; family-involved treatment models; training and dissemination research; development of instruments; studies of mechanisms of change; clinical research in special populations, particularly women, Hispanics and American Indians; research on fetal alcohol spectrum disorders; and research on methods to reduce harm from risky drinking. CASAA is also the Regional Research and Training Center for the Southwest Node within NIDA's Clinical Trials Network, organized to conduct clinical trials of state-of-the-art treatment methods for drug abuse and dependence.

#### Career Assistance/Job Training

The students and officers of the American Indian Business Association (AIBA) have made a name for themselves among the Native American business community because of their involvement in the American Indian Chamber of Commerce, NM and through volunteer efforts with the National Center for American Indian Enterprise Development. Because of their efforts, AIBA students have been invited to conduct various workshops and work on projects for various native entities.

#### Other:

The Crawford Symposium: Green Trails for the Next Generation is an annual conference that brings students, scientists, government agencies, tribes and pueblos, and interested community members together to share information and research about the Bosque. The featured presenter this year was Dr. David Gutzler, UNM climatologist, who highlighted trends in drought throughout the southwest. High school groups from Albuquerque Academy and Bosque School presented on threats to local riparian areas, overviewed ongoing wildlife projects, and sparked conversation about development and wildlife habitats.

The American Indian Law Center at the UNM Law School provides training and technical assistance to tribes, tribal organizations, and tribal courts; legal and policy analysis on various issues important to tribal governments; and preparatory legal education to individuals. Given AILC's extensive legal and policy experience, the AILC is perfectly positioned to continue further efforts to examine policy issues important to tribal governments, to assist in strengthening tribal justice systems, and to ensure proper legal education for Native Americans.

The mission of the UNM Arts-in-Medicine Program is to improve health and well-being and alleviate suffering by engaging participants in their innate powers of creativity and healing. Based at the University of New Mexico Hospitals (UNMH), the program offers a diversity of healing arts and creative encounters intended to revitalize relationship with self and others, transform medical environments, and enrich communities. Since 2004, the UNM Arts-In-Medicine program has been committed to bringing healing arts programming to communities across the state of New Mexico. AIMP projects and collaborations offer creative encounters aimed at engaging participants in their innate powers of creativity and healing.

## ***2. Which institutional resources are provided as outreach to the community? Please select all that apply:***

- ☒ Cultural offerings
- ☐ Athletic offerings
- ☒ Library services
- ☒ Technology
- ☒ Faculty consultation
- ☐ Other (please specify)

***2.1. For each category checked above, provide examples of how these institutional resources are consistent with a community engagement partnership approach:***

**Cultural Offerings:**

As the state's only teaching museum, the UNM Art Museum's mission is to "encourage an understanding and appreciation of art and its multiple roles in society by collecting, preserving, exhibiting, and interpreting works of art drawn from its permanent collection and traveling exhibitions. Through a combination of teaching, active research, public programming, and open conversations with members of the university community, as well as other communities that are local, regional, national, and international in scope, the museum cultivates engaged, interactive learning about the visual arts."

The College of Fine Arts offers the Music from the Americas Concert Series, which is open to the public. Founded in 2012 by Dr. José-Luis Hurtado, the Music from the Americas Concert Series' main purpose is to present the vast spectrum of music of all periods composed or performed by musicians born or residing in the American Continent. Guest artists complement and enrich the musical and cultural vision of our community by offering concerts and public lectures, as well as workshops, premieres and reading sessions for our music students. The Music from the Americas Concert Series is a permanent initiative supported by The UNM Department of Music, the UNM College of Fine Arts, the UNM Latin American and Iberian Institute, the Mexican Consulate in Albuquerque, the Secretary of Culture of Mexico, and numerous local and International Institutions.

In addition to regularly hosting public exhibits and museum lecture events featuring archaeologists, artists, and community partners, UNM's Maxwell Museum of Anthropology implemented two on-site community programs in the summer of 2014. One event is a family festival to celebrate acequias and the culture associated with them. These events typically attract families in the community and others interested in the particular featured topic or special guest. The second event is a two-week Maxwell children's summer camp program for children ages 8-12 in June and July 2014. The camp will feature invited community members as special guests to come and share their expertise in anthropological topics.

The mission of Popejoy Hall's education and outreach program is to provide access to the performing arts for all New Mexicans. Through education and outreach, Popejoy Hall strives to enrich, educate and entertain the community through the presentation of the performing arts. The program is designed to share the arts with the local community through three distinct goals: develop and manage one of the nation's largest theater arts education programs designed for school-aged children; bring low-income seniors to Popejoy Hall to enjoy performances with others, and contribute to their quality of life and community; offer opportunities for local groups that serve at-risk and underserved communities to bring their constituents to our performances for educational and social benefits. Popejoy's outreach program maintains a continued focus to research, assess and improve the levels of outreach and service within these three goals. By

evaluating how they match the needs of students, parents and educators, the program ensures that each goal serves the mission.

#### Library Services:

In AY 2017-2018, the College of University Libraries & Learning Sciences (CULLS) developed a Strategic Plan in which one Strategy was Community Engagement & Partnerships. CULLS goal is to collaborate with partners and sharing talent and resources, increasing visibility, and expanding services. CULLS has prioritized community engagement, aligning with UNM's goal to be designated a community engaged university. As part of their community engagement plan, every future project will identify potential partners, discover their goals, figure out where their goals align with ours, and create opportunities for formal collaboration and partnerships.

The UNM HSC Health Sciences Library and Informatics Center provides outreach to health care providers and consumers throughout New Mexico, including the state's 22 Native Nations. Our Distance Services program at HSLIC extends the library's reach by providing resources to health professionals, community groups, libraries, schools and students. Our Native American Health Information Services (NAHIS) offers resources to health care providers serving the 22 Native Nations. The program also addresses the health information needs of the Native American community at UNM. The HSLIC offers Distance Services to provide health information delivery, development and training to the community. HSLIC's Native American Health Information Services Program connects the library to Native Americans in New Mexico. The program offers resources to health care providers serving Native Americans throughout the state, and at UNM. The program focuses on health information delivery, health information training and collection development consultation. They also offer classes to help students, health care providers, schools, libraries and community groups find, evaluate and use relevant health information. HSLIC developed the Native Health Database (NHD). It contains records spanning almost four centuries, including citations and abstracts of health-related articles, reports, surveys and other documents pertaining to the health and health care of American Indians, Alaska Natives and Canadian First Nations. If available, a copy of the article will be sent to the requester free of charge.

#### Technology:

The Center for High Technology Materials (CHTM) hosts a large number of laboratory and facilities tours for local elementary through high school students. The potential future optics scientists and nanotechnologists are able to see the inner workings of CHTM's clean room, laser laboratory, and MBE Growth Epitaxy laboratory, as well as the center as a whole. The students get a unique opportunity to look at the scientific research performed in their hometown. They also have a chance to conduct some experiments of their own with liquid nitrogen and everyday objects like flowers, water balloons, and rubber gloves. Most important, they get a sense of the possibilities open to them at UNM and in science and engineering. CHTM has also been leading outreach programs to high schools students and teachers. For example, CHTM co-hosts an Outreach Activity Program with the School of Engineering, with a full-time coordinator. The three NSF ERC programs also provide support to high-school students. Over the past five years, CHTM has supported 36 high school interns. As for outreach to school teachers, CHTM is co-hosting an NSF Research Experience for Teachers, which was recently awarded in 2013.

The Department of Physics and Astronomy hosts Open House at the UNM Campus Observatory every clear Friday night during fall and spring semesters (except Thanksgiving, Fall, and Spring Breaks.) Members of the public can view the heavens through UNM's Celestron 14-inch diameter telescope. Faculty and students are available to answer questions about the telescope technology and astronomy, and the events are free of charge, with free parking during Observatory hours. Groups, including school classes, are welcome and frequently visit the

Observatory. It is also open and hosted for special astronomical events, for instance, close to 1000 people visited for the partial solar eclipse that occurred on August 21, 2017.

#### Faculty Consultation:

The Center for Social Policy (CSP) is an initiative within the College of Arts and Sciences at the University of New Mexico that is charged with integrating the work of several existing research institutes within the College. In addition to the Institutes listed below, the CSP is sustaining the mission of the Robert Wood Johnson Foundation Center for Health Policy by continuing to engage in research focused on racial and ethnic inequalities across health and well-being outcomes, and health policy more broadly. The CSP research and administrative staff work at bridging applied policy and academic research to help advance our mission to improve social policy outcomes. The following institutes are formally housed at the Center for Social Policy:

- The UNM Cradle to Career Policy Institute (Formerly CEPR)
- The UNM Native American Budget and Policy Institute (NAPBI)
- The UNM Compassion Institute

By harnessing the research capacities of several institutes, CSP is able to address the needs of clients and produce research products that combine the best practices of academic research and answer the leading social policy questions facing the state of New Mexico and the wider region. The CSP's staff has demonstrated experience conducting policy research in New Mexico from a racial/ethnic equity framework aimed at providing policy makers with independent and rigorous data to inform their decisions. The CSP has a solid national and local reputation of not only conducting high quality research, but in connecting the knowledge and resources of UNM with the wider community. This has been accomplished by ensuring that CSP's work directly involves community partners whenever possible, in the identification of research questions that advance current and projected needs, as well as the research process itself.

The mission of the Design and Planning Assistance Center (DPAC) is to deliver design and planning services to low-income communities throughout the state of New Mexico. DPAC was founded at the UNM School of Architecture & Planning in 1969 as part of a national community design movement that linked university design programs and design practitioners with communities in need. Today, DPAC is the second oldest, continuously operating, community design center based in a public university. In its 44-year history, DPAC has completed approximately 1,500 projects, serving hundreds of communities—large and small—in every county of New Mexico. The DPAC Studio encourages broad-based thinking about urban design and planning. As Architects, Landscape Architects and Planners, DPAC collaborates in a process that includes research, community participation, asset inventory, analysis, programming, site planning, design and recommendations for project implementation. The center tackles the design process at multiple scales as we consider regional trends and characteristics, transportation issues, economic conditions, unique development and architectural patterns, local history, community climate, and community goals via the stakeholders.

#### ***E.2. Partnerships***

***This section replaces the previous “partnership grid” with a series of repeating questions for each of the partnerships you identify.***

##### ***1. Describe representative examples of partnerships (both institutional and departmental) that***



*were in place during the most recent academic year (maximum=15 partnerships).*

## **No. 1**

**Project/Collaboration Title:** CS for All

**Community Partner (and email contact information for community partner):** Irene Lee, Santa Fe Institute, [lee@santafe.edu](mailto:lee@santafe.edu)

**Institutional Partner:** Melanie Moses, University of New Mexico Computer Science Department, School of Engineering

**Purpose of this collaboration:** NM CS4ALL introduces computer science to high school students across the state of New Mexico. NM CS4ALL was developed through a partnership between University of New Mexico, Irene Lee of the Santa Fe Institute, and school districts across New Mexico. NM CS4ALL was founded in 2012 with funding from the National Science Foundation's Computing Education for the 21st Century program. With the first CS4ALL course in the nation, NM is positioned for success in education that prepares students for the digitally-integrated world. By partnering with schools and offering facilitators professional development in Computer Science we have reached over 800 high school students across the state. The course also gives students UNM college credit by offering a hybrid course (UNM CS108L). Contact us to make a donation to help this transformative program reach more NM students.

**Length of Partnership:** 6 years

**Number of faculty involved:** 1

**Number of staff involved:** 1

**Number of students involved:** 1,300 High School Students. 400 College Students.

**Grant funding, if relevant:** \$1.2 Million (NSF Funding)

**Impact on the institution:** UNM students developed new learning modules to be used in a partnership with the UNM NASA Swarmathon Challenge, an annual swarm robotics competition engaging 200 undergraduate students from minority serving colleges and universities across the United States. UNM students can satisfy a natural science core course requirement while they learn to code by taking CS108 (sections 1 and 2 are taught on UNM main campus).

**Impact on the community:** Sixty high school facilitators have completed the CS4ALL professional development course. These facilitators have taught over 1,300 CS4All students in over 30 NM high schools. 80% of students passed the course. A remarkable 75% of NM CS4ALL students are from underrepresented groups in STEM (Hispanic/Latinx, Native American, African American and women). Notably 25% of students are Native American students and most are from rural districts. Program evaluations showed that both facilitators and students had significant increases in learning objectives, and NM CS4ALL successfully engaged underrepresented students with 88% of students reporting "liking" or "really liking" the course. Recently, the potential impact of New Mexico CS for All dramatically increased. Earlier this year, President Barack Obama announced a national \$4 billion CS for All initiative to accelerate computer science education in K-12 by training teachers, expanding access to high-quality instructional materials, and building effective partnerships. New Mexico CS for All was the first such computer science program in the country, and with collaborations with educators across the state, New Mexico can leverage federal funds to accelerate computer science education for students.

## **No. 2**

**Project/Collaboration Title:** The Refugee Well-being Project

**Community Partner (and email contact information for community partner):** Albuquerque Peace and Justice Center, [abqpeaceandjusticecenter@gmail.com](mailto:abqpeaceandjusticecenter@gmail.com)

**Institutional Partner:** Jessica Goodkind, Associate Professor, Department of Sociology

**Purpose of this collaboration:** The Refugee Well-being Project (RWP) is an annual, 9-month long program pairing undergraduate students from the University of New Mexico with refugee families in the mobilization of community resources and mutual learning. The Refugee Well-being Project has a large

team of interpreters, community advisors, and staff members who all work together to run the project.

**Length of Partnership:** 13 years

**Number of faculty involved:** 2

**Number of staff involved:** 7

**Number of students involved:** 175 students (since 2006)

**Grant funding, if relevant:** n/a

**Impact on the institution:** To participate in the Project, students must attend a 1-hour orientation with the instructors, which introduces the structure of the course and the expectations for student participants. The RWP course, entitled Health and Social Inequalities, is a two-semester course which totals 9 credit hours. Because the students will be partnered with refugee families, they must agree to take both semesters of the course before they are allowed to enroll, and there is a strict mandatory attendance policy for the course. (Students can take the class for credit in Sociology, Psychology, Anthropology, Honors and others.) In the Fall semester, students spend the first 3 months (August-November) in the classroom learning about practical skills and theoretical concepts related to the refugee experience, such as cross-cultural communication, teaching English as a second language, community resource mapping, needs assessment, advocacy, social inequality, and more. Toward the end of the Fall semester, the didactic shifts to the practical as Learning Circles and Advocacy begin. Students are paired with refugee partners and they begin to work together on goals for the family, as well as engaging in cultural enrichment for all. The Project continues through the end of Spring semester with weekly advocacy and supervision, and the Learning Circles. Our team of experienced interpreters come from Afghanistan, Pakistan, Iraq, Burundi, Egypt, Iran, Democratic Republic of Congo and more. They provide interpretation in Dari, Pashto, Persian, French, Swahili, Kinyarwanda, Kirundi, Arabic and more. Many were once refugees themselves and some were even past participants in RWP. We have a Community Advisory Council that meets bi-monthly to discuss various areas of the program. The advisors also represent various agencies working with refugees in Albuquerque, past participants, and other experienced individuals. We also have representatives from all of the nationalities we work with. Our staff members consist of researchers, Psychologists, Anthropologists, Sociologists, past students and participants, ESL instructors, and refugee community leaders.

**Impact on the community:** Our program is flexible and meets refugees where they are at. This is extremely important when working with refugee families because many refugee adults were highly educated professionals with significant contact with American culture. Whereas, others may not have had any past experience with modern amenities or formal education. Our student-advocates have worked with refugee doctors and helped them get accreditation in the U.S. and re-enter their professional field. Others have focused on learning English and accessing childcare opportunities to pursue education.

- Refugee adults in RWP have shown reduced psychological distress and increased access to community resources
- Adults have also expressed that they feel safer in American society after going through RWP.
- Directly, adults have been assisted in finding educational opportunities and gainful employment.

As a result of the RWP, community organizations have become more responsive to refugee needs. Some organizations have begun to allocate more resources to helping refugee families such as offering refugee-specific English courses that are culturally competent. Student advocates have also served an important role in supporting public school teachers who may not have the socio-historical background information for some of their students. Various participants in RWP have founded their own organizations that provide more assistance to their communities. The Association of Burundian Americans in New Mexico was founded by past participants in RWP. Additionally, the United Voices for Refugee Rights, a community led organization that advocates for refugee rights, was a direct result of a Learning Circle topic on the history of refugees in the U.S.

### No. 3

**Project/Collaboration Title:** Census Data Dissemination and Demographic Analysis

**Community Partner (and email contact information for community partner):** U.S. Census Bureau

**Institutional Partner:** Robert Rhatigan, UNM Geospatial and Population Studies

**Purpose of this collaboration:** This project provides a key interface between the Census Bureau and the State of New Mexico with a strong historical record of improving the quality of the decennial census and subsequent post-censal population estimates that together determine the flow of hundreds of millions of federal dollars to New Mexico. The program generates critical data on the New Mexico population and its industries, providing an annual forum for education of data users (The New Mexico Data User's Conference, now in its 19th year) that continues throughout the year through ongoing educational outreach efforts and dissemination of data through the Geospatial and Populations Studies group website (<http://gps.unm.edu>) and the Bureau of Business and Economic Research's website portal (<http://bber.unm.edu>). An example of this is the day-long educational and training session that this RPSP provides for all New Mexico State Data Center affiliates.

**Length of Partnership:** 28 years

**Number of faculty involved:** 6

**Number of staff involved:** 10

**Number of students involved:** 10

**Grant funding, if relevant:** In FY17 about \$30,000 was awarded to GPS from the NM Department of Health in order to provide small area characteristic population estimates unavailable elsewhere; while the UNM Bureau for Business & Economic Research (BBER) was able to sign two contracts of \$22,500 for Data Dashboards one with the City of Santa Fe and another with the Mid Rio Grande Council of Governments. In total, this appropriation allowed the University to leverage \$75,000 in additional revenue.

**Impact on the institution:** Major accomplishments for FY17 include improved tract level population estimates for 2016 in spite of decreased funding and staff turnover.

II. Innovation of iterative proportional data fitting techniques so that estimate characteristics (age, sex, race, ethnicity) match totals across all geographies (State, County, Tract and DOH Small Areas) thus improving our estimates' production and replicable process.

III. Expansion, improved quality and enhanced linkage of our demographic geodatabases used to track population change throughout New Mexico.

IV. Election of Robert Rhatigan as chair of Federal State Cooperative for Population Projections as well as the continuing a two-year term on the Steering Committee of the Federal State Cooperative for Population Estimates; and the continuing of a two-year term by Suzan Regan on the Steering Committee of the State Data Center Program.

V. The Databank database now has around 500 million records in 75 tables with an approximate size of 2.7 gigabytes of data. There are 51 data series covering US (1), counties (33), cities (443), and Census Tracts (94 for 2015 definitions). The ACS data is counted as 1 data series, but it contains 115 subjects with a level of complexity being high due to Census Bureau methods of providing data. Many of the other data series are minor to moderate in technical level for processing.

VI. The New Mexico Data Users Conference had 140 attendees the year before attendance was 170. The difference was timing and the fact that the Census Bureau Director spoke the year before. (Note: We are hopeful that increased interest in the 2020 upcoming Census and a poverty subject expert from the Census will increase the attendance this year.)

VII. The Bureau of Business and Economic Research continues to improve the services that are offered from their website. This past year the ability to give user ID and passwords to individuals to download large datasets from the database was added under subscribers.

Impact on the community: Early phases of the 2020 Census have begun and without this RPSP New Mexico would be at great risk of undercount which could cost the state hundreds of millions of dollars in federal funds in the next decade.

**Impact on the Community:** This partnership is vital for ensuring that the state of New Mexico receives its fair share of federal dollars. Billions of dollars in federal funding to states is dependent on decennial census counts and annual estimates and New Mexico has several difficult to count populations that are known to have been undercounted. With funds from this RPSP the state of New Mexico can validate, comment on, and improve census data (e.g. counts, estimates, and housing unit records) related to this state by participation in the FSCPE and SDC programs. The partnership supports the creation of demographic geodatabases that allow for the creation of small area population estimates unavailable from any other source and gives New Mexico a voice with Census Bureau upper management through participation in the FSCPE and SDC programs. Additionally, this project supports the Data Bank which answered 178 data requests. Most requested data topics were for Census Population estimates but an equal number of data request came in for non-standard data items such as pet ownership statistics. From the exit survey we had an overall approval rating of 97 percent. The conference continues to a much look to event and is appreciated by data professions and the public in NM. The Data Bank which answered 178 data requests. Most requested data topics were for Census Population estimates but an equal number of data request came in for non-standard data items such as pet ownership statistics. Data requests originated from 60 governmental entities including tribal, local, state and federal. Some 54 businesses, 25 non-profits and 28 individuals. The Data Bank answered 25 requests from the media. The Data Bank supported UNM's mission and answered 31 requests from faculty and staff and assisted 11 students.

#### **No. 4**

**Project/Collaboration Title:** Empowering High Desert Communities Built for Change

**Community Partner (and email contact information for community partner):** Jesslyn Ratliff, jesslynr@nmsu.edu

**Institutional Partner:** Dr. Alexander "Sam" Fernald, UNM Center for Regional Studies

**Purpose of this collaboration:** The acequia (pronounced ah-say-key-uh) communities of the southwestern United States build on traditional practices and knowledge to sustain community managed irrigation systems. Interdisciplinary researchers from New Mexico State University, the University of New Mexico, Sandia National Laboratories, and the New Mexico Institute of Mining and Technology worked closely with these communities to understand their resilience and adaptive capacity and to promote wellbeing in the face of emerging threats.

**Length of Partnership:** 9 years

**Number of faculty involved:** 12

**Number of staff involved:** 5

**Number of students involved:** 5-10

**Grant funding, if relevant:** CRS does not receive Federal monies for specific projects. In a small number of cases, CRS has supplemented researchers holding federal grants. In those instances, CRS has benefitted by indirect association with faculty researchers holding such grants. CRS seeks to supplement its documentary and archival preservation work through partnerships with the Center for Southwest Research, the National Digital Newspaper Program and other programs. CRS has begun to work directly with the Faculty Research Development Office to seek other sources of funding for its documentary and media projects. CRS plans to expand its fundraising activities by appealing to potential donors.

**Impact on the institution:** The Center for Regional Studies has been a catalyst and major sponsor of research endeavors by faculty and graduate students through its program scholarships and faculty development grants. This has opened new corridors of research and learning. In addition to funding college and university-wide graduate fellowships, CRS's other key programs are the CRS/CSWR partnership that places graduate fellows in library collections and preservation internships at Zimmerman Library. A second partnership with the New Mexico Historical Review provides a means for graduate students to train as editorial interns. Over several years CRS has provided funds to UNM Press to support a CRS's New Mexico Book Distribution Program, an initiative that has benefitted a number of local libraries in communities across the state. Through its Media Projects unit, CRS has also produced a number of film documentaries including Zimmerman@75, UNM@125 and Popejoy@50. Several of the

educational documentaries produced by the Center have aired on KNME and nationally on PBS and are regularly used in a variety of educational settings. The Center for Regional Studies has directly assisted the educational careers of hundreds of UNM graduate students and indirectly through its support of faculty has vastly enriched undergraduate student learning at UNM. CRS impacts a broad group of students at the graduate and undergraduate level who represent a wide and diverse socioeconomic spectrum primarily coming from New Mexico's resident demographic. CRS will continue to support and advance the mission of UNM by further strengthening our current programs and launching new and complementary initiatives in FY 2019.

**Impact on the community:** Our impact is most observable in the legions of students, faculty and campus partners that over the last three decades have benefitted from CRS support. Recent campus affiliates provide critical resources to strengthen existing programs and activities and will provide crucial input as we embark upon new initiatives. We strongly believe in mutually rewarding relationships to yield effective and innovative programs relevant to UNM. CRS works to build a sustainable community of individuals and partners who seek to invest in and share our mission to enhance the work of the university through our various initiatives including awarding several student fellowships and scholarships. CRS recognizes the growing need for workforce development within the STEM curriculum. In consultation with other UNM departments, CRS is focused on developing fellowships that prepare students for the knowledge that prepares them to participate in a global economy.

## **No. 5**

**Project/Collaboration Title:** Corinne Wolfe Children's Law Center

**Community Partner (and email contact information for community partner):** Children's Court Improvement Commission

**Institutional Partner:** Beth Gillia, Center Director & Senior Attorney, UNM Institute of Public Law/UNM Law School

**Purpose of this collaboration:** The Corinne Wolfe Children's Law Center was founded prepare and mobilize lawyers, in partnership with other professionals, to pursue justice and equity and achieve health and well-being for New Mexico's most vulnerable children and families.

**Length of Partnership:** 22 years

**Number of faculty involved:** 1

**Number of staff involved:** 3

**Number of students involved:** 15 per year

**Grant funding, if relevant:** The Center seeks and receives a combination of state, federal, and private funding, including state contracts, federal and foundation grants, and private gifts. We have been able to secure funding from a wide variety of sources because the state appropriated funds provide the base funding needed for staff who seek additional funding and who develop and deliver additional programs and services. Over the years, we have received funding from the Children, Youth and Families Department, the Administrative Office of the Courts, the Children's Justice Act Advisory Group, the Juvenile Justice Advisory Committee, the Tribal-State Judicial Consortium, the J.F. Maddox Foundation, the State Justice Institute, private gifts (including proceeds resulting from lawsuits), and the W.K. Kellogg Foundation.

**Impact on the institution:** We exceeded all of our performance objectives as we continued many long-standing, successful projects and expanded activities begun in FY 17. While many of our activities continue to include live, in-person training and education, we have been shifting our efforts recently in two significant ways. First, to respond to the budget and time limitations of those we serve, we are providing more distance learning opportunities. These include free-standing educational programs that can be accessed on our website whenever they are needed (such as our interactive flow chart and educational videos), as well as regularly scheduled and periodic webinars and videoconferences, which allow brief training to occur without great expense or travel by the participants. Second, we are increasingly providing local, specialized technical assistance and training that better meets the unique needs of individual communities, and that helps systems and individuals incorporate into their everyday



work the best practices and new ideas that we describe in our trainings. For example, in FY 18, we hosted and facilitated multi-disciplinary meetings in 3 judicial districts (the 2nd in Bernalillo County, the 6th in Luna, Grant, and Hidalgo Counties, and the 12th in Lincoln and Otero Counties) to help identify and implement local solutions to delays in achieving permanent, adoptive families for children whose parents have had their parental rights terminated. During the coming fiscal year, we will continue to work with these judicial districts to help them solve implementation challenges and to share their successes with other areas of the state.

**Impact on the community:** The CLC is the only statewide program in New Mexico dedicated to improving the skills and knowledge of the legal and other professionals and volunteers who handle abuse and neglect and juvenile justice cases. We serve our constituents through statewide and regional programs held in multiple locations each year, as well as statewide videoconferences, and statewide and international listservs. Our trainings and resources take into account regional and cultural differences so that they are relevant in our rural, urban, and tribal communities. It should be noted that we are the only entity in the state that provides the collaborative, cross-system training that the Pew Commission on Children in Foster Care considers essential for improving outcomes for children.

## **No. 6**

**Project/Collaboration Title:** Ibero-American Science & Technology Education Consortium

**Community Partner (and email contact information for community partner):** Dr. Roberto Murphy, Ibero-American Science & Technology Education Consortium, [presidente@istec.org](mailto:presidente@istec.org)

**Institutional Partner:** Dr. Ramiro Jordan, UNM Electrical & Computer Engineering Department (ECE)

**Purpose of this collaboration:** ISTEC-UNM efforts have been created to increase the degree of internationalization of the School of Engineering and are consistent with University level aspirations and operational plans, as well as the State of New Mexico. We seek to engage governments, leading universities, key engineering institutions, professional organizations, and commercial endeavors in partnerships that are mutually advantageous and distinct in approach from what peer academic institutions are pursuing. Increased international enrollments are expected to contribute to diversity, strengthen the financial profile of the School, enrich the quality of our faculty and students' experience, and establish a successful graduate student pipeline. Joint multicultural curriculum development efforts hold the potential to increase our School's reputation on the international arena. Initiatives designed to create/enhance an international technology park network are unique, an area in which our School has secured a position of leadership within our country. The three main areas are: Education, Entrepreneurship, R&D, Policy and Funding.

**Length of Partnership:** 29

**Number of faculty involved:** 2

**Number of staff involved:** 5

**Number of students involved:** >100

**Grant funding, if relevant:**

**Impact on the institution:** The goal of GINET is to create a Global Innovation Network of Entrepreneurial Programs among Academia, Industry, Research & Development Centers, Governments, Investors/Mentors, Multilateral Organizations, and Individuals/Visionaries/Entrepreneurs (serial and first time). The objective is to identify innovative ideas, services, applications, prototypes, and products and through strategic alliances with investors, industry and government agencies, bring these innovations to the marketplace.

o UNM has an important role to play as the US Institution that can bring to the project some important academic partners from the US who are willing and accepted their participation such as UT-Austin, Stanford, Berkeley, Rice, Iowa State University. They will complement UNM in areas of need and also increase the network of North- American academic institutions, industry, NGOs, and private equity funds. In addition, UNM has invited LANL, SNL and AFRL to join the effort.

In a meeting organized by UNM, August 28-29, 2013, 24 projects were identified focused in two areas: Capacity Building and Tech-Transfer. The GINET effort with its projects were presented at the USA-

Brazil Innovation Summit, September 11-12, 2013, in Rio de Janeiro, Brazil. As an outcome of that meeting the GINET effort is now part of the agenda of both Presidents Obama and Rousseff.

**Impact on the community:** The plan is to foster international economic-social development through education, innovation/creativity, policy, funding, and entrepreneurship (social and business). We want to be proactive in+B56 establishing collaborative models that can be replicated globally. We are positioning UNM and New Mexico as a Gateway for Science and Technology education, R&D, and entrepreneurial activities with Ibero-America and the rest of the world. We have worked with the Hispano Chamber of Commerce, the City of Albuquerque and the State Economic Development Office to increase business development between NM and countries like Brazil, Spain, Mexico, Argentina, Peru, Ecuador, Colombia, just to mention a few. It challenges students to excel by working in teams and experiential practices in teaching and learning. It connects students to the global community. For the past three years we have had teams of undergraduate students participate in the UNM Business Plan competition where they have won 1st, 2nd and 3rd prizes. Now we are working with international teams in Turkey, Canada and Latin America. We are taking advantage of the close ties New Mexico has with Ibero-America and going international.

#### No. 7

**Project/Collaboration Title:** LIBROS Consortium

**Community Partner (and email contact information for community partner):** Lilah Gainey, [Lila.Gainey@enmu.edu](mailto:Lila.Gainey@enmu.edu) Eastern New Mexico University Golden Library

**Institutional Partner:** Laura Soito, LIBROS Consortium Coordinator, UNM University Libraries

**Purpose of this collaboration:** LIBROS is a consortium of academic, research and special libraries within New Mexico and surrounding areas that shares a common integrated library system, currently OCLC's WorldShare Management Services (WMS). The Consortium values optimizing resources and services collaboratively. The Consortium is owned and managed by the University of New Mexico.

**Length of Partnership:** 30 years

**Number of faculty involved:** 1

**Number of staff involved:** 1

**Number of students involved:** 0

**Impact on the institution:** LIBROS is a consortium of 17 academic and special libraries in New Mexico. It started when the University of New Mexico's library automated its catalog in 1989. Soon after, other libraries in the state joined UNM's online catalog by attaching their library holdings and essentially sharing bibliographic records. The consortium grew organically over the years as more libraries joined in order to participate in a virtual community so important in a geographically large but sparsely populated state as New Mexico. Despite having a massive reach across the state, the LIBROS Consortium runs efficiently with little cost to the university or its community partners. All financial support goes to training LIBROS member libraries how to use the system in place.

**Impact on the community:** The University Libraries has coordinated and led the LIBROS Consortium of 17 New Mexico academic, research and special libraries to provide an Integrated Library System, including an online catalog, to its members. Established in 1989, LIBROS values optimizing library resources collaboratively for the State's Higher Education Community.

#### No. 8

**Project/Collaboration Title:** RezRIDERS Project

**Community Partner (and email contact information for community partner):** RezRIDERS, Janice Tosa, [jtosa@jemezpuablo.org](mailto:jtosa@jemezpuablo.org)

**Institutional Partner:** Dr. Nina Wallerstein, UNM Center for Participatory Research

**Purpose of this collaboration:** RezRIDERS Inc. is a 501(c)(3) organization based out of the Pueblo of Jemez (New Mexico). It was founded as a program aimed at reducing the multitude of risk factors American Indian/Native American/Alaska Native (tribal youth) face in their lives by embracing risks from a strength-based perspective. By experiencing multiple days of changeling extreme sports activity

clusters, RezRIDERS (Reducing Risk through Interpersonal Development, Empowerment, Resiliency & Self Determination) works by shifting the focus from daily risk environments toward intense challenges through snowboarding, white-water rafting, stand-up paddle boarding, ropes courses and rock climbing. Culturally connected mentors participate alongside youth during all activities and while extreme sports industry professionals provide maximum safety oversight. Graduate from the 1-year program requires youth, through dialogue and collective action, identify, design and implement a service project to address community issues.

**Length of Partnership:** 10 years

**Number of faculty involved:** 10

**Number of staff involved:** 4

**Number of students involved:** 10

**Grant funding, if relevant:** RezRIDERS offers a sustainable program with proven youth appeal to where other tribes, beyond the National Institutes on Drug Abuse, wish to implement the program. Recent funding through the U.S Department of Justice Tribal Justice & Safety mechanism (2013-2016 with Santa Clara Pueblo) demonstrates the practicability, adaptability and desire by tribes for this unique program.

**Impact on the institution:** Promote and develop a Community Based Participatory Research (CBPR) and community-engaged research portfolio in the institution. Provide technical assistance to faculty, fellows, students, and community constituents to increase CBPR grants submitted and awarded. Develop mutual appreciation for the integration of academic evidence with community evidence (including indigenous and practice-based knowledge) to improve research and community health. Develop future researchers with participatory research approaches, a critical reflective stance, and an orientation to work in interdisciplinary teams with academic and community partners. Increase knowledge, awareness, and benefits of CBPR within New Mexico communities. Improve co-learning and bidirectional translation and dissemination of research findings Contextualize and apply knowledge towards community practice, program, and policy changes for improved health.

**Impact on the community:** With more than 45% of New Mexico's American Indian (AI) high school students reporting alcohol use—including binge drinking—substance abuse prevention among AI youth needs urgent attention. Many existing mainstream programs come up short by failing to speak to high-risk AI youth on their own terms. Not so with RezRIDERS (Reducing Risk through Interpersonal Development, Empowerment, Resilience and Self Determination). Tailored to high-risk AI youth, RezRIDERS fills a gap in substance abuse prevention by recapturing a key historic tradition and addressing the lived experience within AI culture. Traditionally, youth tested themselves in nature under elders' mentorship, as elders taught them the relevant stories and cultural practices. Youth applied their new knowledge—gained in a context of extreme physical challenge—toward empowerment and community participation. RezRIDERS pairs rebel extreme-sports (ES) with an evidence-based cognitive-behavioral curriculum, community responsibility, and adult cultural mentors; the result is an indigenized year-round—and life changing—program that speaks loud and clear to high-risk AI youth. AI youth and adult mentors will benefit from a cognitive-behavioral and self-determination curriculum where participants will 1) experience Extreme Sport activities alongside adult tribal mentors, 2) where peer networks can be influenced positively through diffusion of RezRIDERS participant experiences, and generates 3) direct community benefit through youth-driven action projects while working towards 4) health and education attainment goals through culturally grounded environments.

## **No. 9**

**Project/Collaboration Title:** Bosque Ecosystem Monitoring Project (BEMP)

**Community Partner (and email contact information for community partner):** Dan Shaw, BEMP Co-Director, [dan.shaw@bosqueschool.org](mailto:dan.shaw@bosqueschool.org)

**Institutional Partner:** Dr. Kim Eichhorst, Co-Director BEMP and Research Associate Professor, UNM Biology Department

**Purpose of this collaboration:** The Bosque Ecosystem Monitoring Program (BEMP) provides environmental education and citizen science programming for up to 10,000 students, teachers, and the

public a year, mostly from backgrounds underrepresented in science. BEMP is a partnership of Bosque School and the University of New Mexico, Department of Biology. BEMP's mission: Science, education, and stewardship of the Rio Grande and its watershed through long-term, hands-on student research of ecosystem response and function to inform public policy. The late Dr. Cliff Crawford (UNM Department of Biology), his then-graduate student Lisa Ellis, and Dan Shaw (Bosque School Science Faculty) brought community members together to collect local ecological information – i.e. citizen science in the Albuquerque community – to both enhance scientific research capabilities and to educate local citizens about their Bosque. BEMP currently has 31 sites, across 270 miles of the Middle Rio Grande, and over 1 million data points are collected each year. Data is primarily collected by K-12 students and their teachers, demonstrating how local science initiatives like this can successfully connect people to their landscapes while helping inform resource management policies.

**Length of Partnership:** 22 years

**Number of faculty involved:** 7

**Number of staff involved:** 15

**Number of students involved:** 9,000/year

**Grant funding, if relevant:** BEMP receives funding from a number of sources, including the U.S. Army Corps of Engineers, the U.S. Fish & Wildlife Department, the U.S. Bureau of Reclamation, U.S. Environmental Protection Agency, Albuquerque Bernalillo County Water Utility Authority, and more.

**Impact on the institution:** Students taking the Bosque Internship course will learn about the ecology of southwestern riparian ecosystems, learn ecological monitoring protocols, and write a scientific paper using original BEMP data. They will also mentor local citizen scientists (students) who collect data for BEMP. Class sessions include bosque disturbance ecology (fire, flooding and mechanical clearing), native and exotic litter-fall labs, arthropod labs, environmental education components, analyzing BEMP data trends, looking at water issues in New Mexico, and discussing how climate change impacts our bosque ecosystem. Field work is incorporated into this class in the form of monthly abiotic and biotic data collections. Monthly collections include: groundwater table levels, precipitation and leaf litter at 32 BEMP sites located throughout 560 kilometers (350 mi) of the Middle Rio Grande valley. Students serve as an important link between BEMP K-12 teacher/student site representatives. Bosque Internship students are also required to complete special projects hours each semester. Special project hours can cover a variety of topics and are designed to make BEMP a stronger program and allow Bosque Internship students to experience many facets of BEMP's work. Students can take on new and challenging projects that help to define their skill set. Some examples include field assistance in the form of water chemistry testing, site maintenance and small mammal trapping (as available); lab-work processing of litter-fall and arthropod data; and/or help with education and outreach aspects within the community.

**Impact on the community:** Twenty-two years of data collection, 11 core datasets, more than 20 data users (federal, state & local agencies, consulting agencies), more than 10,000 students (K12) from 45 schools, teachers and community members are involved in monitoring bosque sites each year. School involvement includes public, traditional, alternative, charter, private, parochial & home school's groups. Peer teaching opportunities with UNM students mentoring younger students. Local, state and national recognition and awards for BEMP science, community service, outreach, & educational activities. Provide additional trainings for agency staff, teachers, and students. Host an annual BEMP Student Congress event to celebrate bosque education. Students who monitor BEMP sites present to each other. Intel Sustainability in Action: In 2014, BEMP began working with INTEL staff to inspire high school students to use science and technology to better understand their natural world. Students build and program their own automated monitoring devices to gather data about conditions in the Rio Grande bosque. The devices will monitor temperature and precipitation, and well as soil moisture, soil temperature, and other variables that will give scientists a more in-depth picture of environmental change in the bosque. The Mesilla Valley Bosque State Park (in southern NM) is an educational partner of BEMP and the location of our southernmost BEMP site. The Albuquerque Metropolitan Arroyo Flood Control Authority (AMAFCA) and BEMP partner to create and present an educational program: Stormwater

Science. This program looks at the effects of storms on our drinking water. Stormwater Science Report  
Check out our Education page to get your classroom involved in this program.

#### **No. 10**

**Project/Collaboration Title:** Math Moves U event at UNM (for 6th – 9th graders)

**Community Partner (and email contact information for community partner):** Raytheon – Briana Biondo [briana.biondo@raytheon.com](mailto:briana.biondo@raytheon.com)

**Institutional Partner:** University of New Mexico School of Engineering (Engineering Student Success Center)

**Purpose of this collaboration:** Through this program UNM Engineering hosts at Day event in the UNM campus called Math Moves U (MMU). 150-200 6th through 9th graders from schools throughout New Mexico are invited for a day filled with hands-on activities. The goal of the program is to introduce these participants to Math applications and get them excited about Math. Guest children go through 4 rotations of assigned experiments and at each station they learn about the Math behind those experiments. All projects are developed by UNM college students majoring in Engineering or Computer Science fields.

**Length of Partnership:** 5+ years

**Number of faculty involved:** 4

**Number of staff involved:** 7

**Number of students involved:** 60+ UNM Students and 120+ middle school and high school students

**Grant funding, if relevant:** \$5,000 grant for a one-day event per year plus company giveaways for all participants.

**Impact on the institution:** In addition to getting the name of the institution in the minds of the community members (parents, teachers, counselors, children), all students, faculty and staff members involved in this program benefit from the experience of being part of such a meaningful event. The networking opportunities and further partnerships that arise from this annual program are priceless. University of New Mexico student organizations (college students pursuing degrees in Computer Science and Engineering) that want to be part of MMU, are requested to submit a mini-proposal with the project they want to present and serve as mentors and role models the day of the event. These college students get to interact with company representatives attending the event, as well as with teachers, parents and counselors. The impact of this event on their development as mentors is very positive and lets them develop community service spirit.

**Impact on the community:** MMU has a great impact on the children attending the event as they are able to learn firsthand, the importance of taking Math at school and how they could apply the concepts learned. The impact in the community is tremendous, especially since Math is not one of the most favorite subjects for many middle school and high school students in New Mexico. By supporting this annual event, Raytheon is not only impacting our children participating in the event, but also our college students representing each of the student organizations involved in MMU. Each demonstration developed by our Engineering student organizations (college students and mentors) is required to set Math and Science learning objectives and standards and put together procedures to explain Math concepts to the children.

#### **No. 11**

**Project/Collaboration Title:** Lobo Gardens Pollinator Partnership

**Community Partner (and email contact information for community partner):** U.S. Fish & Wildlife Department, Grant Harris [grant\\_harris@fws.gov](mailto:grant_harris@fws.gov)

**Institutional Partner:** Monica Kowal, Office of Community Engaged Learning & Research

**Purpose of this collaboration:** Urban university campuses can and should serve as experiential educational models of urban integrated wildlife refuges – living learning laboratories wherein wildlife corridors, pollinator pathways, and wildlife habitat are incorporated, taught, and modeled for wider communities. US Fish and Wildlife has started a partnership with University of New Mexico's (UNM) campus community gardens (Lobo Gardens) to do this work. UNM, the state's flagship university, is a



high-level research-intensive university. The partnership has the potential to reach UNM's approximately 30,000 student, faculty, and staff population, as well as the wider public.

**Length of Partnership:** Two Years

**Number of faculty involved:** 4

**Number of staff involved:** 2

**Number of students involved:** 25-30 per semester

**Grant funding, if relevant:** \$30,000

**Impact on the institution:** UNM has been trying to grow its community gardens program (Lobo Gardens) for several years. Funding from the U.S. Fish & Wildlife Department has allowed us to create bridge funding to support the Lobo Gardens (LG) coordinator position. The coordinator, in partnership with FWS, has already begun to implement the pilot project during 2017-2018, and will continue to do so in more depth and breadth, and with increasing impact, over the next two years.

**Impact on the community:** Develop perennial pollinator habitats across the UNM Main Campus with native wildflowers, trees, and herbs. Install interpretive signage in gardens related to online materials/brochures for self-guided pollinator pathway FWS-Lobo Gardens campus walking tour. Monitor pollinator species with NMSU researchers, Monarch Watch, and other citizen science opportunities. Collect on-campus pollinator-habitat perennial seeds and grow in trays for distribution via students and LG coordinator at new locations. Advocacy and education for pollinator and wildlife-friendly pest management practices with UNM Physical Plant Department, administration, students, and community. Develop a pesticide- and herbicide-free campus initiative. Engage wider community and Albuquerque Public Schools to plant pollinator gardens through public and school workshops and events. Public on-campus pollinator workshops during Pollinator Week, Bee City Day, Earth Day, etc. with learning activities such as pollinator monitoring, planting pollinator gardens, collecting wildflower seeds, making native bee habitats, etc. Become a Bee Campus.

## No. 12

**Project/Collaboration Title:** Institute for American Indian Education

**Community Partner (and email contact information for community partner):** New Mexico Center on Law & Poverty (Sireesha Manne, Executive Director, [sireesha@nmpovertylaw.org](mailto:sireesha@nmpovertylaw.org)); 23 Native Nations of New Mexico

**Institutional Partner:** Glenabah Martinez, Professor, College of Education; Director: Institute for American Indian Education

**Purpose of this collaboration:** The Institute for American Indian Education consists of Native Faculty in the College of Education and the Department of Native American Studies. Collectively IAIE faculty recognize the critical nature of preparing pre-service educators, administrators (K-12 and higher education), non-teaching educational professionals, researchers, and policy makers to work with Native People in NM. We are committed to engage in teaching, service, and scholarship by our shared concern for the quality of education that AI students and Native People receive. Working as one body and individually with and for Native People in NM is at the center of our identities as faculty. Community engagement with Native Nations in NM is at the core of teaching, service, and scholarship for COE and NAS Native faculty. Cultivating authentic relationships with Native Nations is critical for sustaining a culture of responsiveness and reciprocity. All IAIE faculty have a proven record of service that spans a significant part of our lives as Native People. We recognize the importance of respect for the integrity of leadership, cultural sovereignty, and community relations. Many of us live in or maintain a strong connection to our home communities not only through the services that we can provide as educational professionals, more importantly, as active participants in sustaining culture, language, and self-determination. These organic relationships with Native Nations are essential to intersecting networks of service that has enabled us to do our work.

**Length (Duration) of Partnership:** Two years

**Number of faculty involved:** 9 from the College of Education and 2 from the Department of Native American Studies in the College of Arts and Sciences

**Number of staff involved:** 2

**Number of students involved:** Indigenous students across the state of New Mexico

**Grant funding, if relevant:** \$220,000 from W.K. Kellogg Foundation

**Impact on the institution and community:** IAIE works with Native Nations across the state. Our work with Native Nations and communities across the state will continue as long as we are faculty at UNM. We will continue to provide technical assistance to Native People and communities and provide support to our colleagues and programs in the College of Education and UNM-at-large. The Institute for American Indian Education is vital to restructuring of the College of Education to meet the needs of the state of New Mexico. The recent ruling of *Martinez/Yazzie* and the restructuring of the New Mexico Public Education Department and Early Childhood education will have a direct impact on the preparation of educators, administrators, counselors, nutritionists, and health educators.

### No. 13

**Project/Collaboration Title:** UNM Evaluation Lab

**Community Partner (and email contact information for community partner):** Juliann Salinas, Associate Director, Enlace Comunitario, [jsalinas@enlacenm.org](mailto:jsalinas@enlacenm.org), Bill Wagner, Executive Director, Centro Sávilá, [bill@centrosavila.org](mailto:bill@centrosavila.org)

**Institutional Partner:** UNM Master of Public Policy

**Purpose of this collaboration:** The UNM Evaluation Lab establishes ongoing evaluation capacity projects with community organizations to create embedded, useful and sustainable evaluation systems. Evaluation teams composed of experienced UNM researchers, graduate student trainees, and organization staff develop systems to collect, analyze, and review data that track program outcomes for babies and their families. The graduate students receive classroom training in a 2-semester course in evaluation science. The evaluation teams' function as learning communities, where students learn about early childhood interventions and community strengths, and organizations learn about evaluation. Organizations work with the Lab for up to 5 years, during which time they develop their ability to collect and report data for gauging and improving effectiveness. Organizations also exchange ideas and identify common evaluation needs by serving on the Lab's Advisory Council and participating in an annual evaluation lab workshop. Feedback from organizations impelled the Lab to develop initiatives in data management and tracking program participants into school district and state databases.

**Length of Partnership:** 4 years

**Number of faculty involved:** 2

**Number of staff involved:** 2

**Number of students involved:** 8 directly; 24 indirectly, as Evaluation Lab Fellows

**Grant funding, if relevant:** \$50,000-\$65,000 annually through local foundations

**Impact on the institution:** One of our recurring delights is the way that working with organizations changes students. In a recent evaluation, students shared that it was "eye opening" to see how hard the organizations work and how vital they are to communities. They also reported that the experience deepened their understanding of at-risk populations, community needs, and how policy and politics has dramatic effects on the most vulnerable. The Evaluation Lab has helped bridge the academia/community divide. In the Director's department, there is increased interest and appreciation for community-engaged projects.

**Impact on the community:** In a recent evaluation, an Executive Director of one of our participating organizations commented that students' "professionalism was outstanding, insight into work we were doing was deep. Students demonstrated an understanding of the importance and value of this work." <sup>[SEP]</sup> A representative from another organization said that the "[UNM] team showed commitment and passion and were really invested in making sure it was an accurate reflection of our work." Programs reported that they see real change in their organizations' evaluation capacity. One director said that the UNM team had sold his staff members on evaluation. Another reported, "We've learned about metrics we want to develop, tools we want to use." At our Community Advisory Council meeting last June, organization leaders reviewed our logic model and suggested that we include the peer learning aspect that happens

among organizations participating in the Evaluation Lab. One leader said that the “community feels different” after being involved with the Evaluation Lab. When at public meetings she will see other Evaluation Lab organizations and feel good knowing others care about and value improving their services through evaluation.

#### **No. 14**

**Project/Collaboration Title:** InnovateABQ

**Community Partner (and email contact information for community partner):** InnovateABQ, John Freisinger, Executive Director, [john@innovateabq.org](mailto:john@innovateabq.org)

**Institutional Partner:** Dr. Rob Delcampo, Director, Innovation Academy, The UNM Board of Regents, Lisa Kuutilla, Executive Director, STC.UNM

**Purpose of this collaboration:** InnovateABQ is a public/private partnership for the development of an innovation district in Albuquerque’s downtown. The 7-acre campus is home to innovators, inventors, researchers, students, entrepreneurs and mentors and we need help making our site more impactful for all Burquenos. Strengthen the economic base of the mid Rio Grande region and throughout the state of New Mexico by commercializing new technologies developed at our research universities, public-private partnering with national labs, business organizations, civic leaders, non-profit sector, national and global corporations, and public schools, and by providing entrepreneurial education and support.

**Length of Partnership:** 6 years

**Number of faculty involved:** 217

**Number of staff involved:** 2

**Number of students involved:** 825

**Grant funding, if relevant:** \$7.5 million, UNM, Living Cities, City of Albuquerque, Bernalillo County.

**Impact on the institution:** Raises level of need for and application of UNM health, science and technology research, greater local economic potential for UNM students and graduates

**Impact on the community:** Raises the regional economic profile through economic development planning and transfer of knowledge and technology

#### **No. 15 Bathrooms for the Homeless**

**Community Partner (and email contact information for community partner):** Gilbert Ramirez, City of Albuquerque Behavioral Health & Wellness, [gramirez@cabq.gov](mailto:gramirez@cabq.gov)

**Institutional Partner:** Michaela Pride, Associate Dean, School of Architecture & Planning

**Purpose of this collaboration:** UNM architecture students are working with the city to find a place for homeless people to use the restroom. Both the city and the university believe the lack of bathrooms for the homeless is an important health issue that needs to be addressed.

**Length of Partnership:** <1 year

**Number of faculty involved:** 2

**Number of staff involved:** 2

**Number of students involved:** 15

**Grant funding, if relevant:** n/a

**Impact on the institution:** Working with the City of Albuquerque, UNM DPAC graduate students in architecture and landscape architecture are developing a wide range of approaches to solving the problem, while also considering issues of sanitation, public health, safety, dignity, accessibility, environmental stewardship and beauty. Through collaborative brainstorming sessions, the seven teams came up with 140 ideas, which they then worked with stakeholders –i.e. police/fire/city officials and councilors– to whittle down to seven concepts. The SA&P student’s plans are drawn up and now the next step is to turn the developed options over to the city to consider. The intent is to give students an opportunity to learn to work with communities on difficult but critical problems. Projects like this one create excellent opportunities for education, exploration and innovation in a studio setting that directly impacts a real-world problem.

**Impact on the community:** To people who call the streets of Albuquerque home, finding a suitable place to go to the bathroom or perform personal hygiene is a struggle. Working in collaboration with the City of Albuquerque and the UNM School of Medicine, graduate students in UNM's School of Architecture and Planning (SA&P) are developing ways public restrooms can be better incorporated and utilized around public parks.

***2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?***

☐ No ☒ Yes

***2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:***

As a public research university in a state where resources are limited and needs are high, the University of New Mexico recognizes its position as highly coveted and impactful partner for a wide variety of communities and organizations. While there are currently no institution-wide guidelines for community partnerships, recommendations have been put forth to form a council or committee responsible for forming such guidelines.

In a 2015 Community Engagement Recommendation Report, recommendations were made to form an entity--temporarily referred to as the "UNM Council for Community Engagement (CCE)"--which would be comprised of representatives from each of the colleges and schools across campus, including the Health Sciences Center along with representatives from the Faculty Senate and the Academic Freedom and Tenure Committee, student leaders, and executive leadership. More importantly, membership would be open to community members, such as leaders or representatives from area government and nonprofits, economic and workforce development organizations, and public education.

Additionally, schools, colleges and departments across the institution who engage regularly with external communities develop their own set of guidelines and criteria for engaging with stakeholders. For example, the UNM Department of Psychiatry's Center for Rural and Community Behavioral Health developed a handbook for Engaging in Research with Native American Communities. In this guidebook, eleven (11) guiding principles are laid out, including:

- Native Centered Work
- Respect
- Self-Reflection & Cultural Humility
- Authentic Relationships
- Honoring Community Timeframes
- Building on Strengths
- Co-Learning & Co-Ownership
- Continual Dialogue
- Transparency & Accountability
- Integrity
- Community Relevance

***3. Are there mechanisms to systematically collect and share feedback and assessment finding regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?***

☐ No ☒ Yes

***3.1. If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:***

The charge of the Council for Community Engagement will be to gather information from the community on critical needs and opportunities and to recommend policy and advise the University on engagement and outreach activities. Additionally, the Council would be responsible for developing an agenda for meetings and forums with community leaders, faculty, students, staff, and administration and urge a concerted effort to define university-community partnerships and practices, cutting across all sectors, from neighborhood, to city, to state, to national, and create a more effective office to manage the flow of information between UNM and its many communities.

Since the launch of our Grand Challenges Research Initiative (GCRI), a smaller version of this broad council has been formed to ensure that the partnerships are broad and inclusive. The charge of the GCRI Community Connections Committee is to

- Engage community stakeholders in building wide-scale awareness of, and support for, the UNM Grand Challenge Conceptual Goals
- Work with the GC Research Teams as they engage external researchers and organizations in GC research
- Work with external stakeholders as they leverage UNM Grand Challenges to improve New Mexico education, workforce development, entrepreneurial innovation, cross-institutional collaboration, and civic engagement (among others).
- Work closely with GC Research Teams to keep them engaged in community outreach and connections
- Report regular progress to the GC Steering Council.

***IV. Reflection and Additional Information***

***1. (Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?***

It has become evident in this round of our community engagement self-study that our institutional definition of community engagement has evolved over the past five years and more units are critically identifying initiatives—both new and continuing—as explicitly community engaged. Our efforts to bring community engaged scholarship into conversations around tenure and promotion have gained traction, with several new programs and at least two colleges adopting the recommended guidelines put forth by the T&P Working Group. The new and expanded Carnegie application framework provides us with an opportunity to more fully elucidate the breadth and impact of our community engaged work (beyond student hours, funding, etc.). As such, we were able to provide diverse responses to all questions without repeating programs or partnerships, illuminating a very robust engagement ethos across all units on campus and in the branches.

As evidenced by the Carnegie self-study, it is clear that the University New Mexico maintains a remarkable record of community-engaged research, teaching, and service. UNM must view this record a strategic asset that can and should be further developed for the advancement of the University and the good of its surrounding communities, both locally and statewide. UNM as a whole has the potential, even in the national and international regions, to be far more widely recognized as a strategic partner collaborating with the public and private sectors to tackle many of the complex challenges faced by society today. The innovative community-based research, teaching, and outreach being done by our Health Sciences Center and our School of Architecture & Planning are widely known. However, through



the identification of more than 30 units across campus and from branch campuses, other examples of exceptional community engagement abound. Faculty, students, and staff conduct research- and teaching-based activities to address such critical issues as educational equity, poverty and immigration, and public health. Such collaborations with local and state governments, nonprofit organizations, and educational institutions help improve policies and practices for better outcomes for citizens, whether in child welfare, economic development, public health or information technology.

In such tangible ways, UNM is an integral part of many communities, responding to the needs of citizens today and anticipating the challenges of the future. In the process, through knowledge-building partnerships, the entire UNM community grows in learning, capacity and influence. This dynamic connection with the world around us makes visible to the people and leaders of the State of New Mexico the many contributions of their flagship university. As the only Hispanic-serving, very-high research university in the country, UNM is strategically situated to showcase its work.

***2. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).***

*Additional Examples for Question 14/14.1*

**SAAP Community & Regional Planning**

Program faculty, students and staff are dedicated to creating an environment in which ethical practice and academic integrity are valued and upheld by all. This statement elaborates the ethical principles that underlie the Program's work. It is intended to serve as a guide to students in the conduct of their study. CRP students are expected to respect the voice of community participants and "informants" in their work. Research and practice in community and regional planning are often most effective and useful when undertaken in collaboration with community members. When working as "co-researchers" students are urged to reflect on their own power position relative to that of community participants, recognizing that those relationships are social, complex, shifting, historically and culturally situated, and manifested in the power to interpret facts and events. Students are encouraged to reflect on whether the ideas, interpretations or analysis reflected in their class work serve to appropriate community voices and must also balance community members' desires for anonymity and/or protection from negative consequences of their speech.

**Sustainability Studies**

Sustainability is a nationally and internationally recognized interdisciplinary field of vital importance. Sustainability promotes environmental health and restoration, social equity, and economic vitality. The goal is to meet the needs of the present (such as health, energy, food, shelter, and transportation) while ensuring the satisfaction of future generations. In light of unprecedented environmental degradation, social instability, and economic uncertainties in today's world, the sustainability minor degree cultivates the complex knowledge and skills needed to secure a healthy future for all.

*Student Learning Outcomes:*

- a) Be able to verbalize the background context of sustainability situations and options.
- b) Identify relevant strengths, weaknesses, opportunities and threats.
- c) Be sensitive to the uncertainties of current knowledge.
- d) Master and use scholarly literature in sustainability research and outreach.
- e) Be equipped to influence others effectively.
- f) Stretch-goal: Participate in an international experience to learn first-hand about quality of life for the 2 billion people who have zero wealth.

**Honors College Senior Service-Learning Capstone**



The Service-Learning Colloquium, part of the Capstone course for Honors College students, integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Honors College seniors apply their academic skills and knowledge to address real-life needs in the communities in which they choose to work.

*Student Learning Objectives:*

- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct, indirect, or advocacy service which is meaningful.
- To assist students to discover the relevance between academic subjects to the real-world experience.
- To develop an environment of collegial participation among students, faculty, and the community.
- To enhance the civic and citizenship skills of students.
- To expose students to societal inadequacies and injustices and to empower students to find ways to impact local issues and local needs.
- To develop a richer context for student learning.
- To better prepare students for their careers and for life-long learning.

***3. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.***

It is worthwhile to note that over the past five years the University of New Mexico has undergone significant transitions in leadership, decreases in enrollment, and decreases in budget allocations from the state legislature. Despite these challenges, the faculty, staff, students, alumni and community members have stayed the course and continue to do amazing work that benefits not only the university itself, but a broad array of local, regional and national communities that depend upon our institution to solve big problems. At a time when it would have been easy for UNM to circle the wagons, so to speak, and wait out the storm, we opted to do the opposite—taking bold steps toward new community-engaged endeavors, such as our Grand Challenges Research Initiative, ensuring that programs that have long histories of benefitting the lives of New Mexicans were continuously funded and able to do their good work.

Another recent initiative is a partnership between UNM, our Health Sciences Center (HSC), and the City of Albuquerque to investigate the roots of homelessness and what can be done to curb it. On Feb. 13<sup>th</sup>, 2019, President Stokes, along with HSC Chancellor Paul Roth and Albuquerque Mayor Tim Keller, signed a Letter of Intent to respond to the needs and concerns of homelessness, including its causes, development of facilities and support services and access to high-quality healthcare services, including medical, psychiatric and addiction-related services. We are also collaborating with the U.S. Census Bureau, the City of Albuquerque and the State of New Mexico to form regional Complete Count Committees to ensure that all New Mexicans understand and take part in the upcoming 2020 Census.

The mandate from the Office of the Provost for all departments to articulate in their Promotion & Tenure standards whether and how they will recognize community-engaged research/teaching/service in annual, mid-probationary, tenure, and promotion reviews has been a key institutional initiative, for we recognize that we cannot expect faculty do commit time to scholarship that engages with external communities to address societal needs if we do not, as an institution, recognize and reward that work through faculty policies and incentives. Progress toward institutionalized policy continues, as is progress toward a requirement that any departments proposing new faculty hires include in their hiring proposal a report on the status of that effort.

While UNM now has greatly expanded capacity to document, track, and study our broad array of community-engaged work in research, teaching, and service (locally and globally), we also have recognized and embraced the need for truly systematic and seamless data collection in this regard. Currently developing that capacity via an ambitious software procurement bid that will transform our ability to present a public profile that does justice to our widespread engagement.

***4. (Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.***

None