Carnegie Application
2015 Elective Community Engagement Classification
University of New Mexico

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Overview

The Carnegie Foundation’s classification for Community Engagement is an elective classification, meaning it is based on voluntary participation by institutions. The elective classification involves data collection and documentation presenting evidence of the University’s involvement and engagement with community and requires substantial effort invested by participating institutions.

The University of New Mexico’s endeavor to receive the elective Community Engagement classification allows our institution to be recognized for important aspects of institutional mission and action that are not represented in the national data collected and categorized by the Carnegie Foundation.

Universities across the country were asked to submit their application and supportive documents by April 15th. Evaluation of applications will take place until December 2014, at which point institutions will be notified as to the outcome of their submission. Institutions who are awarded the Classification will be publicly announced in January 2015.

While an institution's absence from the Community Engagement classification should not be interpreted as reflecting a judgment about the institution's commitment to its community, achieving the elective classification does speak to the University's commitment to ensuring that its impact extends beyond the boundaries of our campus and into the surrounding community. Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The classification includes three categories:

• **Foundational Indicators & Institutional Commitment** focus upon institutional culture and identity and tracks the policies and practices institutionalized by the university to support community engagement initiatives.

• **Curricular Engagement** includes institutions where teaching, learning, and scholarship engage 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. Curricular engagement is typically referred to as “service-learning” to denote academically-based community engaged courses.

• **Outreach & Partnerships** includes institutions that provided compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus upon 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.).

Data Collection Process

Data was collected between November 2013 and March 2014. Both the President’s and Provost’s offices issued a campus-wide call to participate. Two surveys were distributed to deans, chairs, and program directors. Units also had the option of submitting their program’s annual report or arranging for a member of the steering committee to come and interview them about their program.
More than 30 units across campus and from branch campuses self-reported community engagement initiatives ranging from course-based practices to major research partnerships. Additionally, the steering committee conducted research to find examples from schools, colleges, and programs that did not self-report, but that were believed to have courses, outreach programs, and partnerships that fit the parameter of the data collection process.

All of the information in this application was gathered from the following sources:

- Completed surveys
- Annual Reports
- Strategic Plans
- Website information
- Published research from faculty
- Face-to-face interviews with program leaders, staff, or faculty

The questions in the Carnegie application center upon documenting whether community engagement is "institutionalized" at UNM—that is whether all or most of the foundational indicators have been documented with specificity. The authors of the application attempted to answer these questions by focusing on programs, policies, and practices that define our community engagement practice at UNM. Each question allowed for a 500-word response. The responses here are not intended to give a holistic picture, but rather to illustrate exemplars of community engagement. The sections on Curricular Engagement and Outreach & Partnerships allowed us to further qualify our practice and go into more detail vis-à-vis the information garnered from the submissions from schools, colleges, and programs.

We were able to answer “yes” and provide documentation for all of the questions except those related to UNM’s policies on Tenure and Promotion (see questions 9, 10.a., and 10.b.). In question 11, we were able to describe the efforts currently underway within the Faculty Senate to address this issue.

It is important to note that the Carnegie application had very specific parameters, and the authors of the application would like to acknowledge that there were many exemplary programs, courses, and research that were not included in the application. It was exceedingly difficult to narrow down our description of such efforts to match the application’s 500-word limit. As such, our plan is to draft a comprehensive institutional report that we will make available to University leadership in Fall 2014.

**Community Engagement at UNM**

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 self-reporting 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.

UNM also works closely with the region’s schools and provides national research leadership on vital education issues to develop evidence-based solutions. Faculty, students and staff work with businesses to strengthen performance and competitiveness. They partner with groups to develop community-centric programs and practices that help strengthen and build capacity for the citizens of this state, address obesity and diabetes, and reduce disparities in minority health. UNM’s student engagement involves thousands of students—from Service Corps and Teacher Corps workers to student volunteer groups—who assist in efforts benefitting New Mexicans while gaining in knowledge, experience, and civic awareness.

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.

As the funding of public higher education declines, even apart from the severe fiscal distress of today, it is more important than ever that UNM tap its record of community-engaged research, teaching, and service as a strategic advantage and communicate its successes boldly and effectively. The good news is that much can be achieved simply through improved internal coordination and communication.

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Chair, Faculty Senate Task Force for Community Engaged Scholarship
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Section I: Foundational Indicators

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

Yes.

The mission of the University of New Mexico is to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

UNM’s ongoing commitment to these Cornerstones of Purpose serves to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives;
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society;
- Deliver health care of the highest quality to all who depend on us to keep them healthy or restore them to wellness; and,
- Actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

The University of New Mexico was founded in 1889 as New Mexico’s flagship institution. As a Hispanic-Serving Institution (HSI), UNM represents a cross-section of cultures and backgrounds. In spring of 2012, 27,278 students attended main campus with another 7,933 students attending branch campuses and education centers. UNM employs 21,595 people statewide, including employees of UNM Hospital. The University has branch campuses in Gallup, Los Alamos, Taos and Valencia County along with UNM West, an extension campus in Rio Rancho. The Health Sciences Center is the state’s largest integrated health care treatment, research, and education organization. UNM is the only HSI in the United States that is also classified a Carnegie Research University with Very High Activity.

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? Describe examples of campus-wide awards and celebrations that formally recognize community engagement.

Yes.

**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. The faculty and staff recipients each receive cash award of $1,500 and the student recipient receives a $1,500 scholarship, all generously endowed by Doug Brown, Dean of the Anderson School of Management, and his wife Sarah Brown. 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
In New Mexico, luminarias are used to “light the way.” The word luminaria means “a body that gives light.” It also is a person of prominence or brilliant achievement. 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. Recipients of the Presidential Luminaria Awards demonstrate an exemplary commitment to addressing diversity, equity, inclusion, or social justice at UNM or in the state of New Mexico as a whole.

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. The primary purpose is to recognize and honor those in the University community who have made contributions and create a climate for continued improvement in student engagement. 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. The nominees’ project must be one that promotes social justice and equity and creates a culture of service within the student’s program of study and the wider community. Student nominees must show evidence of taking an active role in the strategic planning of these community service projects or programs.

3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?
Yes.

UNM 2020
In 2012, the UNM community initiated its UNM 2020 strategic planning process -- to serve as a descriptive “mesa in the distance” toward which plans and actions strive. An open and inclusive process engaging more than 1,000 stakeholders in live and virtual sessions produced attributes reflective of UNM in 2020. The process facilitated the establishment of goals and near-term objectives converging in the next 24-36 months to begin realignment, giving specificity to commitments and actions taken in pursuit of UNM 2020. The resulting document was a compilation of ideas and comments made over a six-month period and were designed to provide a context for the overall strategic planning process and provide background for the finalized UNM Strategic Plan.

HSC Vision 2020
The UNM Health Sciences Center (HSC) recently completed its Vision 2020 Strategic Planning process, during which it engaged community in developing procedures for working with community partners to help New Mexico make more progress in health and health equity than any other state by the year 2020. The planning process included a series of public symposia where community partners could meet with HSC leadership, faculty, and staff to present information on their programs and partnerships. In addition attendees shared their expertise on the needs of their communities and how the HSC can be a better partner in an effort to help improve health and health equity in New Mexico.
Through these symposia, the HSC learned from more than 200 community partners and other higher education institutions from across the state what is working well in HSC’s relationship with community and what could be improved, how partnership activities could grow into the creation of a local UNM-HSC “academic hub” to better mobilizes University resources to address community priority health problems, and how a network of statewide hubs could benefit health status in the communities of New Mexico. The outreach included visits to Farmington, Taos, Las Cruces, Silver City, Lea County, Roswell, Shiprock, and Gallup.

**UNM Image & Perception Study (2014)**

Every few years, the University conducts an Image and Perception Study (IPS), a research study designed to assess New Mexico residents’ perceptions regarding UNM’s programs and services. The study also explored how residents receive information about UNM. The last was conducted in 2006, and included a random, statewide survey of more than 900 citizens. In 2014, the University is conducting a new IPS in which it aims to garner updated information from a large statewide constituency. Among the questions asked in the survey, several are focused on how UNM interacts and engages with community. For example, questions focus upon how well respondents believe UNM performs in listening to the concerns and needs of New Mexicans and asks them to rate on a scale the quality of services UNM provides directly to Albuquerque and the state, including health care, social services, economic development, policy studies, and cultural events. Results for the recent perception study were not available at the time of application.

**3.b. Does the institution aggregate and use all of its assessment data related to community engagement? Describe how the data is used.**

Yes.

**UNM 2020**

As the UNM 2020 survey results began to take shape, 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 over the next eight quarters (two academic years) 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, the first three 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. They are:

- Goal 1) UNM will become a destination institution recognized and sought out by students and faculty globally for its cultural, academic and research distinction, reflected in a diversity of people, ideas, programs, and places.
- Goal 2) UNM will prepare Lobos for lifelong success, providing an inviting and supportive campus experience. We will prepare our students to meet their long-term goals as lifelong learners in academic and personal achievement, career, and leadership, as well as foster a commitment to community and service.
- Goal 3) UNM will promote institutional citizenship, engaging people of all identities, and from all backgrounds, cultures and communities to realize that they are capable of participating in every aspect of University life. These interactions will inform our institutional strategy, practices and culture; bridge our campus to our community; and build knowledge and capacity to solve complex societal challenges.
The objectives for Goal 3 also explicitly focus upon ways the University will create and value opportunities for all members of UNM (students, faculty, staff, leadership) to engage and serve local, state, regional, national, and global communities, including:

- Creating a clearinghouse for community engagement activities at UNM;
- Develop a common point of contact and coordination of community programs, service, research, and instruction under one office, which serves as an umbrella for UNM and the community;
- Develop a steering committee with main and north campus representation to create a virtual network for community engagement;
- Enhance communication between and among the university and the community in regards to opportunities for community service; and
- Further develop policies and procedures that support the faculty engaged scholarship initiatives.

**HSC Vision 2020**

Vision 2020 creates the first academic health center strategic plan that focuses 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.”

**4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? Describe the materials that emphasize community engagement.**

Yes.

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 (http://www.unm.edu) 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. The UNM Community Engagement Center (CEC) (http://clps.unm.edu) also features its own website, through which student co-curricular engagement programs, projects and awards are highlighted. The CEC also uses social media such as Facebook (http://clps.unm.edu/unmsc/academic-classes/) as a mechanism for highlighting the program’s outreach activities.

The UNM Health Sciences Center (HSC) features a website (http://hsc.unm.edu/) 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 Vision 2020 website highlights how each college, school, department, and program at UNM HSC has incorporated plans for connecting education, service, and research enterprises to measurably improve the health of New Mexico. 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 (http://hscnews.unm.edu/) features a Community link that highlights news stories related to the campus’ engagement and outreach efforts.

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? Describe the ways that the executive leadership explicitly promotes community engagement, e.g. annual addresses, published editorials, campus publications, etc.

Yes.

UNM President Robert G. Frank was selected as the 21st President of the University of New Mexico on January 4, 2012, and took office on June 1, 2012. Since that time, his public addresses and weekly communications have consistently revolved around ways for the University to increase its presence and interaction with community through student engagement, faculty research, and outreach initiatives.

From his very first public address at the 2012 Freshman Convocation Ceremony, Dr. Frank has encouraged UNM students to “commit to the service and spirit of caring about this community” through volunteering and mentoring. The President also spent the first three months of his tenure as UNM’s leader engaging in “120 Days of Listening Campaign” in which he took into consideration “the ideas, thoughts, and concerns of the many different constituencies” that make up UNM’s extended community in an effort to “gain a full understanding of what the UNM community and the people of New Mexico hope for and expect from higher education and our state’s flagship university.”

During the 2013-2014 academic year, the President delivered his annual State of the University Address (February 28, 2014) in which he highlighted the seven institutional goals for the UNM 2020 Strategic Plan, among which “Promoting Institutional Citizenship” was one. The President not only addressed the
goal of “engaging people of all identities, and from all backgrounds, cultures and communities,” but emphasized that this goal “will inform our institutional strategy, practices and culture; bridge our campus to our community; and build knowledge and capacity to solve complex societal challenges.” During this annual address, Dr. Frank highlighted UNM’s role as an “Engaged University,” where “engagement is a commitment to sharing and reciprocity, and is elemental to building an innovation culture across all disciplines and programs at UNM and in our communities.” He added that, “Engaged scholarship is not a passive endeavor. Engaged scholarship develops and translates our academic knowledge, the critical thought process, and community participation into relevant social impact.”

Most recently, both the President and UNM Provost Chaouki Abdallah have been promoting a new initiative called Innovate ABQ, a $7.5 million partnership between the university, other local educational institutions, city and state government agencies, and community partners, designed as a UNM economic revitalization/jobs creation initiative. Housed within Innovate ABQ will 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. Bringing real world problem solving into the classroom helps students not only learn by doing through solving problems, but also helps build their knowledge and creativity.
Section II:
Institutional Commitment

1. Does the institution have a campus-wide coordinating infrastructure (i.e. center, office, etc.) to support and advance community engagement? Describe the structure, staffing, and purpose of this coordinating structure.

Yes.

Coordination of community engagement initiatives and programs is both centralized and decentralized at the University of New Mexico. There are two coordinating programs on main campus -- one housed in Student Affairs and the other housed in University College (Academic Affairs) -- that promote, coordinate, and support both co-curricular and curricular engagement. Additionally, many schools and colleges host their own outreach offices. There are also several offices that support initiatives at our Health Sciences Center. Through this self-study, the University, including Faculty Senate and Provost’s office, has signaled that expanding community engagement in teaching, research, and service is a top priority and have committed to supporting it at the institutional level.

The Community Engagement Center (CEC) was founded by faculty, staff, students, and community members who wanted 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 Associate Vice President of Student Affairs and has one director, three program coordinators, and one administrative assistant. 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.

Since 2006, the Research Service-Learning Program (RSLP) has engaged faculty and graduate students with undergraduates in community-based research/learning projects that respond to real-life needs and concerns. RSLP is a community-centric program that develops long-term, collaborative relationships based on community identified needs. The courses affiliated with the RSLP extend beyond a one-semester, independently conceived community-based course and complements, strengthens, coordinates, and enriches existing UNM initiatives. The staff operates with one Program Manager and several part-time instructors and/or graduate students who teach RSLP-related courses. In the 2013-2104 academic year, RSLP affiliated with more than 35 service-learning courses representing more than 10 departments across campus.

The UNM Health Sciences Center, which houses the School of Medicine, the College of Nursing, and the College of Pharmacy, is the nexus for community health in New Mexico. In 2009, leadership at the HSC decided to unite the center’s teaching, research, and clinical units around a common purpose for working with community to reduce health disparities in our state. The HSC 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.

The School of Architecture & Planning (SAAP) has a long history of collaborative research and outreach that started with the Design and Planning Assistance Center (DPAC), founded in 1969. DPAC is now one of the longest running university-based community design centers in the country. The Resource Center for Raza Planning has been active for over thirty years as planners who engage with public policy, infrastructure, water rights, agricultural preservation and economic development issues. Each center was developed directly in response needs across the state to initiate dialogue, innovation and preservation in New Mexico’s urban, rural, indigenous and traditional communities. Students and faculty work hand in hand with stakeholders, policy makers, pueblos and community leaders to improve quality of life throughout the state. Additionally, the fundraising efforts of the Indigenous Planning and Design Institute (ID+Pi, Ted Jojola Director), and the Resource Center for Raza Planning (Moises Gonzalez, Director) focus on raising funds that channel through the university to support community engaged scholarship, and service learning.

2.a. Are internal budgetary allocations dedicated to supporting institutional engagement with community? Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used.

Yes.

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 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 2012-2013 budgetary allocations at the unit level.

- Community Engagement Center’s operational budget increased from $24,078 in 2012-2013 to $76,879 in 2013-2014. The CEC budget supports staff and operations as well as students who apprentice more than 40 community-based organizations in some of Albuquerque’s lower socioeconomic communities via the FoodCorps, Teacher Corps, Community Schools Corps, Tribal Service Corps programs.
- Robert Wood Johnson Center for Health Policy: Permanent operational budget is $22,787 that supports staff and operations and supports faculty fellows in their research and travel.
- Harwood Foundation: Operational budget of $402,196 supports staff, education and outreach programs, and strengthening the museum’s collection and acquisitions.
- KUNM: Student-run independent public radio station has a $1,572,348 budget that supports administrative and technical staff.
- Spanish Colonial Research Center: A partnership with the U.S. Parks Service has an operational budget of $143,112 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 $119,374 budget that supports administrative and support staff, student work study employees, and $30,000 in scholarships and fellowships.
- UNM Art Museum has a $37,753 budget for operations and education and outreach programs.
- Maxwell Museum of Anthropology has an budget for operations and education and outreach programs.
● The Institute of Public Law has an $1,987,233 budget that supports operations and staff and institute programs to support the public.

2.b. Is external funding dedicated to supporting institutional engagement with community? Describe specific external funding.

Yes.

Schools, colleges, programs and other academic and non-academic units are encouraged to pursue external funding to further their community engagement programs. Below are some examples of recent funding awards received from external sources.

● The W.K. Kellogg Foundation recently awarded the UNM College of Education a $596,000 grant to work with the Zuni Public School District (ZPSD) to support teacher preparation and professional development. The project, titled, “Zuni: Engaging Teachers and Community (ZETAC)” is designed to enhance the educational attainment of children in the ZPSD by focusing on the continuing education, professional development and recruitment of teachers in Zuni to empower a community of learners in the northwestern New Mexico pueblo.

● The UNM School of Architecture & Planning, through the City of Albuquerque, was recommended for a grant award of $150,000 from the National Endowment for the Arts Our Town program. This is one of 59 projects nationally to receive NEA Our Town support for creative place-making projects. The City of Albuquerque and its Cultural Services Department requested a partnership that includes: the UNM School of Architecture & Planning, the ABQ UNM CityLab, Bernalillo County, the Albuquerque Metropolitan Arroyo Flood Control Authority (AMAFCA) and two non-profit organizations instrumental to the project—Littleglobe and Story of Place Institute. The School of Architecture & Planning’s NEA Our Town proposal project is to design a community garden/plaza space along historic Route 66 in Albuquerque’s International District.

● Innovate ABQ received an initial $100,000 planning grant from Living Cities, a consortium of philanthropic and financial institutions whose mission is to improve the lives of low-income people plan out ways to improve their communities. Innovate ABQ, a $7.5 million partnership between the university, other local educational institutions, city and state government agencies, and community partners designed as a UNM economic revitalization/jobs creation initiative. UNM’s Innovation Academy will be housed within Innovate ABQ and will serve as a place 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 solve some of the big problems Albuquerque and faced by the State of New Mexico.

● The Center for Water and the Environment, a research center based at UNM, received a 5-year, $5 million Centers of Research Excellence in Science and Technology (CREST) award from the National Science Foundation. The CREST program provides support to enhance the research capabilities of minority-serving institutions through the establishment of centers that effectively integrate education and research. The award promotes the development of new knowledge, enhancements of the research productivity of individual faculty, and an expanded presence of students historically underrepresented in STEM disciplines. One of the goals of the center is to attract a more diverse student base into STEM disciplines, especially those from Hispanic and
Native American cultures. This will be done through a variety of outreach and recruitment activities to encourage K-12 students to consider STEM disciplines.

2.c. Is fundraising directed to community engagement? Describe fundraising activities directed to community engagement.

Yes.

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 2012-2013 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.
- $4.4 million: KNME is the local affiliate New Mexico PBS station. KNME is one of the most watched public television stations in the country reaching almost 700,000 households each week with 20,000 members in central and northern New Mexico.
- $1.7 million: KUNM is the local affiliate National Public Radio Station.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development? Describe specific financial investments.

Yes.

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.

**Mission: Graduate** is a cradle-to-career partnership in Central New Mexico, which includes the counties of Bernalillo, Sandoval, Torrance, and Valencia. The vision and purpose of **Mission: Graduate** is to develop a seamless and coordinated education system that provides equitable opportunities for all children and youth to excel and succeed in school, graduate with a postsecondary degree, and enter a career of their choosing in Central New Mexico. **Mission: Graduate** aims to nurture and develop the next generation of skilled workers, engaged citizens, and civic leaders, by setting big goals for educational attainment, developing a common agenda, galvanizing all sectors of the community, and supporting accountability in achieving these goals. United Way of Central New Mexico, the UNM Center for Education Policy Research, and the UNM Network for Educational Renewal have partnered to provide backbone support for **Mission: Graduate** in the form of in-kind faculty and staff resources. Together, they are building the infrastructure necessary to ensure that all of the partners are able to collaborate effectively.

**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.

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

Yes.

The **UNM Community Engagement Center (CEC)** maintains a [Community Engagement Portal](http://cec.unm.edu), a database of community-engaged projects and partnerships that take place between UNM faculty, staff, and students and partners from our community. This collection of projects and participants showcases collaborations between the community and their UNM partners by tracking past and continuing relationships through scholarship, teaching, research, creative activities, service, and more. Currently more than 230 projects and partnerships representing more than 75 units across campus are accessible through this portal. Currently the CEC Portal is being used to: (1) raise awareness of the span and scope of projects involving UNM with the Community; (2) link faculty who are working on specific projects and identify potential collaborators; (3) build networks of people; and (4) locate resources for community collaborations.
Through these mechanisms, the HSC documents what is working well in HSC’s relationship with community and what could be improved, how partnership activities could grow into the creation of a local UNM-HSC “academic hub” to better mobilizes University resources to address community priority health problems, and how a network of statewide hubs could benefit health status in the communities of New Mexico. The outreach included visits to Farmington, Taos, Las Cruces, Silver City, Lea County, Roswell, Shiprock, and Gallup.

3.b. If yes, does the institution uses data from those mechanisms? Describe how the institution uses the data from those mechanisms.

Currently, the use of the data gathered through these mechanisms is highly 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.

For example, 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.

The Community Engagement Center (CEC) conducts regular evaluations of the breadth and scope of its program’s impact on students and communities. The data monitored and collected through these mechanisms also inform the strategic future of current projects and provide research and analysis for the development of new paths for campus-community partnerships. Among its recent findings, the CEC has:

- Served more than 30 communities across the state.
- Involved more than 825 University of New Mexico and Central New Mexico Community College students in one or more AmeriCorps terms with the UNM Service Corps.
- Awarded $1,000,000 in AmeriCorps Educational Scholarships.
- Partnered to generate nearly $20,000,000 in federal, state, and national philanthropic funding for community projects, with 80% of those funds going directly to local communities.
The mission of the Center for Education Policy Research (CEPR) (http://cepr.unm.edu) is to research education policy topics of interest in New Mexico; communicate knowledge about education policy to diverse audiences; collaborate with policy makers and other researchers on systemic policy change; and educate researchers and policy makers about the value of data-driven policy making.

CEPR 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 in support of the search for solutions to the education problems that face New Mexico, providing comprehensive consultation, planning and evaluation services for education related agencies and constituencies, encouraging the use of research in policy action and improvement of practice, without bias for particular policies or programs, 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, and conducting rigorous program evaluation across a variety of settings and provide evaluation expertise and services to diverse agencies, organizations, business, and industry.

4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes.

Through the self-study process for the Carnegie application, the UNM Community Engagement Steering Committee has begun to establish a set of goals, recommendations, and priorities designed to improve partnerships and programming, measure and document outcomes, and publicize impacts.

For example, while the Research Service-Learning Program (RSLP) tracks and documents courses taught within its own purview. During the 2012-2013 academic year, the RSLP conducted a pilot program evaluation of students (n=1432) who have taken RSLP courses over the past six (6) years. Over the course of one week, 82 eligible students completed the survey, and those students then participated in one-on-one interviews to discuss their experience with the program (See findings in Question 4.b. Impact on Students).

However, no institutional tracking is completed on the plethora of service-learning or community-based courses taught in other units across campus. UNM is currently trying to implement a method for identifying or designating courses as being either service-learning courses or community-based research courses; however, there is little collective data or knowledge of the impact of the service-learning courses on faculty, students, or community partners. Over the past year, the Research Service-Learning Program (RSLP) has begun working 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.

Additionally, the UNM Community Engagement Steering Committee is preparing recommendations that would provide resources to the Community Engagement Center (CEC) to expand and strengthen its Community Engagement Portal in order that it may better serve as campus-community tool and help track, document, and measure the impact of the partnerships it houses.
The Community Engagement Core (CEC) at the New Mexico Center for the Advancement of Research Engagement and Science on Health Disparities (NM CARES Health Disparities Center), a National Institutes of Health and National Institute for Minority Health and Health Disparities funded center at the UNM Health Science Center, recently published its assessment of the UNM HSC’s institutional culture for conducting research with communities. The CEC interviewed 21 institutional leaders and administrators, researchers, and members of Research Project Advisory Councils Boards at the UNM Health Sciences Center. Three key findings emphasize the importance of institutional change needed for fostering research “with” communities rather than “on” or “in” communities, organizational climate and culture, community engagement and partnering relationships, and policies. (For detailed findings, see Question 4.c. Impact on Faculty). The UNM Community Engagement Steering Committee has plans to expand this study in Fall 2014 to survey members of the main UNM campus, as well as its satellite branches regarding institutional barriers to community-engaged scholarship.

As stated in Foundational Indicators: Question 3.b, the UNM 2020 Strategic Plan explicitly states the need to develop a clearinghouse for community engagement activities at UNM, reflecting the importance of aggregating and tracking engagement data, identifying future and strengthening current campus-community partnerships, identifying community needs and matching them with resources from across the institution, and shaping the focus of service-learning courses and programs.

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Students.

During the 2012-2013 academic year, the RSLP conducted a pilot program evaluation of students (n=1432) who have taken RSLP courses over the past six (6) years. Over the course of one week, 82 eligible students completed the survey, and those students then participated in one-on-one interviews to discuss their experience with the program. The survey found that:

1. Students that have completed RSLP courses have higher GPAs when compared to other UNM students, graduate faster than their peers, and believe that taking RSLP courses help them to graduate;
2. More than one half of RSLP students are enrolled or plan to enroll in graduate or professional education programs;
3. Five factors indicate that the RSLP courses are high impact as they develop in students:
   a. an awareness of community issues;
   b. a likelihood to address community issues after graduation;
   c. a feeling of being qualified to address community issues;
   d. a likelihood to see employment in New Mexico after graduation; and
   e. high course satisfaction.

4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Faculty.

The Community Engagement Core (CEC) at the New Mexico Center for the Advancement of Research Engagement and Science on Health Disparities (NM CARES Health Disparities Center), a National Institutes of Health and National Institute for Minority Health and Health Disparities funded center at the UNM Health Science Center, recently published its assessment of the UNM HSC’s institutional culture for conducting research with communities. The CEC interviewed twenty-one institutional leaders and administrators, researchers, and members of Research Project Advisory Councils Boards at the UNM Health Sciences Center. Three key findings emphasize the importance of institutional change needed for fostering research “with” communities rather than “on” or “in” communities, organizational
climate and culture, community engagement and partnering relationships, and policies. Three key findings emerged from this study:

1. **Organizational Climate and Culture.** The culture and organizational climate within academic settings is critical for setting the tone on whether or how community-engaged and health disparities research is supported including “how” behaviors are incentivized through grant writing, tenure and promotion, and advancement of staff and faculty as key leaders in the university. Often the values underlining this climate, such as individualism, or “investigator driven research,” conflict with community values that promote collective values such as group-driven research questions and collective ownership of data.

2. **Community Engagement and Partnering Relationships.** Findings from the interviews centered upon research relationships, which for many were situated in the historical legacy of research mistrust, but also had the capacity to change based on creating equal community voice, and developing commitment and processes for equitable partnerships.

3. **Reflective Practice.** Self-reflection is a necessary and critical step for UNM HSC to take if it wants to become more responsive and effective in supporting communities to engage with researchers with the intention of improving their health outcomes. In doing so the institutional leadership will consider what and how internal policies, practices and structures could be changed to be more supportive of health disparities research.

4.d If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Community.

**HSC Office of Community Health’s Pathways to a Healthy Bernalillo County,** facilitated by the Urban Health Partnership (UHP), identifies vulnerable, low- and very low–income, underserved residents and connects them to health and social services. Clients are identified through interagency referrals, word of mouth, street outreach, and other means by the program’s network of 13 community-based organizations. Community health navigators help clients access additional health and social services, assist with coordination of care, and monitor client progress. Participating agencies receive payments based on their ability to identify at-risk clients, connect them with needed services, and achieve positive outcomes, while a central hub and database help coordinate client services. The program has enhanced access to needed services for many of the more than 2,130 unduplicated clients served in its first 4 years of operation, with more than 1,080 completing all their pathways and exiting the program; by program design, each completed pathway indicates a successful outcome.

Of these, 1,080 successfully completed all their pathways (indicating a successful outcome), 294 were actively working on one or more pathways, 506 had become inactive, and 170 had withdrawn from the program. Overall, more than 3,058 pathways were completed during the program’s first 4 years, as clients may enroll in multiple pathways. As of the program’s December 2013 update report, health care home pathway was most frequently completed (by 419 clients), followed by food security (283), employment (274), legal services (248), vision and hearing (215), behavioral health (211), housing (153), medical debt (150), transportation (127), and dental (126).

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on the Institution.

As evidenced by the recent self-study conducted in connection with our institution’s application for the 2015 Carnegie Elective Community Engagement Classification, 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, at home and abroad, to tackle many of the complex challenges faced by society today.

More than 30 units across campus and from branch campuses self-reported exceptional examples of community engagement. 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 education, child welfare, economic development, and public health.

UNM also works closely with the region’s schools and provides national research leadership on vital education issues to develop evidence-based solutions. Faculty, students, and staff work with businesses to strengthen performance and competitiveness. They partner with groups to develop community-centric programs and practices that help strengthen and build capacity for the citizens of this state, address obesity and diabetes, and reduce disparities in minority health. UNM’s student engagement involves thousands of students—from Service Corps and Teacher Corps workers to student volunteer groups—who assist in efforts benefitting New Mexicans while gaining in knowledge, experience, and civic awareness.

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.

In that context, the Carnegie self-study resulted in the drafting of a proposal to form a Council for Community Engagement, comprised of community members, students, faculty, and staff, designated to support UNM’s community-engaged activities and to suggest action strategies to achieve that vision. The purpose of the Council for Community Engagement (CCE) will be to develop and present recommendations for an university-wide action plan, a plan that will evolve within the context of future of the UNM 2020 strategic planning process.

5. Is community engagement defined and planned for in the strategic plans of the institution? Cite specific excerpts from the institute’s strategic plan that demonstrate a clear definition of community engagement and related implementation plans.

Yes.

UNM 2020
In 2012, the UNM community undertook an open and inclusive process engaging more than one thousand stakeholders to develop its UNM 2020 Strategic Plan. The process facilitated the establishment of goals and near-term objectives converging the next 24-36 months to begin realignment, giving specificity to commitments and actions taken in pursuit of UNM 2020. The resulting document was a compilation of ideas and comments made over a six month period and were designed to provide a context for the overall strategic planning process and provide background for the finalized UNM Strategic Plan. The plan has been informed by the perspectives, ideas and interactions of our students, faculty, staff, alumni, and broader community and culminated in the formation of seven
transformative goals, each with an explicit and inherent connection to engaging students, faculty, and the institution as a whole with community to achieve these goals. Some highlights are listed below:

- **Goal 2: UNM Will Prepare Lobos for Lifelong Success.** We will prepare our students to meet their long-term goals as lifelong learners in academic and personal achievement, career, and leadership, as well as foster a commitment to community and service.
- **Goal 3: UNM Will Promote Institutional Citizenship.** These interactions will inform our institutional strategy, practices and culture; bridge our campus to our community; and build knowledge and capacity to solve complex societal challenges.
  - This second goal evolved further into several tangible tactics that will help the University create opportunities for students, faculty and staff to engage with communities:
    - Create clearinghouse for community engagement activities at UNM;
    - Develop a common point of contact and coordination of community programs/service/research/instruction under one office which serves as an umbrella for UNM and the community;
    - Enhance communication between and among the university and the community in regards to opportunities for community service;
    - Develop a steering committee with main and north campus representation to create a network for community engagement;
    - Further develop the faculty engaged scholarship initiative and write a report containing recommendations for UNM to further facilitate community engaged scholarship.
- **Goal 4: UNM Will Enhance Health & Health Equity in New Mexico.** UNM will improve public health and health care to the populations we serve, and working with community partners to advance health and health equity in New Mexico. We will provide an excellent education in the health sciences, with a focus on the priority health needs of our communities.

**HSC Vision 2020**

Goal four is further developed through the Strategic Plan of the UNM Health Sciences Center. In 2009, the UNM Health Sciences center developed its Vision 2020 Strategic Plan, the common purpose being that the HSC “will work with community partners to help New Mexico make more progress in health and health equity than any other state by 2020.” Vision 2020 grew out of a statewide survey of groups to learn how HSC was perceived and how well it was addressing community needs. The HSC Strategic Plan was built out of Vision 2020, with each strategic goal addressing the HSC’s role in improving health and health equity across the state. HSC aims to do this by linking and aligning existing resources to address community priorities for improving health and health equity.

6. Does the institution provide professional development support for faculty and/or staff who engage with community? Describe professional development support for faculty and/or staff engaged with community.

Yes.

UNM recently established the **Center for Teaching Excellence (CTE)**, which was designed to develop, support, and promote active and engaged learning practices that improve learning outcomes, retention, and persistence in a manner consistent with University goals. The Center was designed to support excellence in teaching through all forms of instruction and mentoring, including face-to-face, online, hybrid, and other emerging methods. The CTE (formerly the Office of Support for Effective Teaching-OSET http://oset.unm.edu) has offered several seminars and workshops that assist faculty in developing
service-learning courses. These courses are free and open to all faculty, including graduate teaching assistants, part-time instructors, and lecturers. Below are some examples:

- **Strategies for Incorporating Service-Learning into Your Course**: A day-long 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**: Part of the CTE’s annual Success in the Classroom Conference featuring presentations by instructors for instructors to share insights into successful teaching and learning. 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**: A two-hour seminar offering 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.

Additionally, the CTE is in the process of establish a Faculty Service-Learning Fellows Program to support the integration of effective service-learning programs across the institution and to infuse service-learning into all levels of students’ educational experiences. The program aspires to address the integration of service-learning as an effective pedagogy and support faculty as they contribute to a growing movement of public and engaged scholarship.

**CPBR Dialogue Café**
The HSC Center for Participatory Research (CPR) and the Robert Wood Johnson Center for Health Policy (RWJF) regularly host a Community-Based Participatory Research Dialogue Café, a seminar series designed to engage investigators, staff, students, and community partners in discussions about issues, facilitators and challenges in community-partnered research. Series foci include: Diversity and Institutional Climate Change: A Community Based Participatory Approach; Two Purposes of Community-Partnered Research: Utilitarian or Broader World View; and Methods for Design and Implications for Measuring Effectiveness. Other formats include researchers submitting a one-page overview of their research proposals and meeting with consultants and community partners to conceptualize their research.

**Community-Based Participatory Research Institute: Indigenous & Critical Methodologies**
The Masters of Public Health Program at the School of Medicine offers a one-week summer institute to faculty, graduate students, postdoctoral fellows, community partners and academic-community teams to explore how CBPR intersects with indigenous and critical methodologies, including challenges for academics and community members to co-construct knowledge to improve community health.

7. **Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? Describe how the community's voice is integrated into institutional or departmental planning for community engagement.**
• The **School of Architecture & Planning** has *Council for Design + Planning Excellence*, which provides advice and support to the dean in maintaining connection between the professions and communities that the school engages with. I imagine that other dean’s have similar advisory boards. Not only does the council play a role in fundraising and development, but it also serves as a link between the academic unit and communities. The *Council for Design + Planning Excellence* is a member-driven organization dedicated to promoting and supporting the mission of the school. Through the council, individual and corporate members contribute their knowledge and expertise to advance the goals of the school, the larger community, and the state. Membership of the Council reflects the diversity of interest in both the process of design and planning and the importance of design quality. Broad representation by the professions involved in shaping the built environment and community leaders representing the beneficiaries of good design is critical to the success of the Council.

• **Design and Planning Assistance Center’s (DPAC)**, part of the SAAP, more than decade long collaboration with the State of New Mexico Main Street program has provided a venue for The Friends of Main Street, local community main street organizations across the state, and the New Mexico program to work with the DPAC director to (a) select and define projects, and (b) shape the type of work provided by students and faculty (e.g. developing design proposals for grant applications, testing proposed zoning codes). DPAC was founded at the SAAP 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 collaborates in a process that includes research, community participation, asset inventory, analysis, programming, site planning, design and recommendations for project implementation, considering regional trends and characteristics, transportation issues, economic conditions, unique development and architectural patterns, local history, community climate, and community goals via the stakeholders.

• As stated earlier, the **Health Sciences Center** recently completed its Vision 2020 strategic planning process, which included a series of public symposia where community partners could meet with HSC leadership, faculty, and staff to present information on their programs and partnerships. In addition attendees shared their expertise on the needs of their communities and how the HSC can be a better partner in an effort to help improve health and health equity in New Mexico. Through these symposia, the HSC learned from more than 200 community partners and other higher education institutions from across the state what is working well in HSC’s relationship with community and what could be improved, how partnership activities could grow into the creation of a local UNM-HSC “academic hub” to better mobilizes University resources to address community priority health problems, and how a network of statewide hubs could benefit health status in the communities of New Mexico. The outreach included visits to Farmington, Taos, Las Cruces, Silver City, Lea County, Roswell, Shiprock, and Gallup.

8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise and commitment to community engagement? Describe these specific search/recruitment policies or practices.

Yes.

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.”

More recently, the Diversity Council met to discuss the recommended action items from the council’s Framework for Strategic Action Plan and the Action Plan from the Division for Equity and Inclusion. As a group, they voted the development of search committees and a teaching demonstration with faculty candidates as top priorities in not only improving diversity in hiring (faculty or color and women in male-dominated fields) but also elevating teaching and student success. They recommend the following:

- Instituting standard faculty interview processes that automatically include a teaching demonstration with undergraduates along with their research colloquium;
- Creating a structure for search committee advisors to share best practices with search committees using the Faculty Search Committee Toolkit (located on the DEI website) and providing advice on an as-needed-basis; and
- Establishing search committee learning communities that provide opportunities for development in implementing inclusive practices that work and ways of mediating implicit/unconscious bias.

9. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If needed, use this space to describe the context for policies rewarding community engaged scholarly work.
No.

The University endorses and adheres to the principles expressed in the following statements approved by the American Association of University Professors. UNM policy closely follows the principles set down in these documents and in certain respects surpasses them in guarantees of due process and other safeguards to faculty members. The University strives for inquiry, learning, and scholarship of a breadth and depth that will result in excellence in all of the University's major functions: teaching, scholarly work, and service. Each academic unit has an obligation to contribute to each of the three functions of the University. Faculty members play a central role in the realization of these functions and help fulfill the obligations of their academic unit by contributing their unique expertise and competence.

From Faculty Handbook: Section 1.2 Categories For Faculty Performance Evaluations

(a) The categories in which faculty performance will be evaluated are the following:

1. Teaching
2. Scholarly Work
3. Service
4. Personal Characteristics

The University's general expectations in each of these categories are set forth below.

(b) In order to earn either tenure or promotion or both, faculty are required to be effective in all four areas. Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion. Service and personal characteristics are important but normally round out and complement the faculty member’s strengths in teaching and scholarly work.

10.a. Is community engagement rewarded as one form of teaching and learning? Please cite text from the faculty handbook (or similar policy document).

No.

While community engagement is not explicitly rewarded as one form of teaching and learning, service-learning and community engagement are widely regarded across departments and highly encouraged by individual departments and programs. The current policy language (see below) for acceptable types of teaching rewarded and encouraged is below; however, the Faculty Senate Task Force for Community Engaged Scholarship is currently working on expanding T&P policies to be more inclusive of teaching practices that engage faculty and students with community.

From Faculty Handbook: Section B1: Professional Activities of Faculty and Criteria for Evaluation

1.2.1 Teaching
(a) Due to the variety of subject matter and student populations at the University, teaching occurs in various settings and via a diversity of forms of instruction, such as didactic lecturing, small group seminars, problem-based learning, and clinical practicums. The term teaching as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, post-doctoral, and professional students. Library faculty, in the discharge of their professional duties, shall be regarded as engaged in teaching. Teaching also includes the direction or supervision of students in reading, research, internships, residencies, or
fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching.

10.b. Is community engagement rewarded as one form of scholarship? Please cite text from the faculty handbook (or similar policy document).

No. While community engagement is not explicitly rewarded as one form of scholarly or creative work, faculty who conduct community engaged scholarship are widely regarded across departments and highly encouraged by individual departments and programs based on disciplinary norms and standards. The current policy language for acceptable types of scholarship rewarded and encouraged is below; however, the Faculty Senate Task Force for Community Engaged Scholarship is currently working on expanding T&P policies to be more inclusive of research that engages faculty in mutually beneficial research partnerships and practices that engage faculty and students with community.

From Faculty Handbook: Section B1: Professional Activities of Faculty and Criteria for Evaluation

1.2.2. Scholarly Work
(a) The term Scholarly Work, as used in this Policy, comprises scholarship, research, or creative work. Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. The term research is understood to mean systematic original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.

(b) The faculty member’s scholarly work should contribute to the discipline and serve as an indication of professional competence. The criteria for judging the original or imaginative nature of research or creative work must reflect the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.

(c) 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, may be used at the discretion of the department for the mid-probationary review (Sec. 4.5 and 4.6). Such evaluations must, however, form part of the dossier for both the tenure review and the review for promotion to the senior ranks (Sec. 4.5, 4.7, and 4.8).

10.c. Is community engagement rewarded as one form of service? Please cite text from the faculty handbook (or similar policy document).

Yes.

From Section 1.2.3. Service a.2 in Faculty Handbook: Section B1: Professional Activities of Faculty and Criteria for Evaluation.

1.2.3 Service
(a) There are two broad categories of faculty service: professional and public.
(1) Professional service consists of those activities performed within the academic community that are directly related to the faculty member’s discipline or profession. Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole, including, for example, facilitating the day-to-day operations of academic life, mentoring students and colleagues, and, in the Health Sciences Center, providing patient care. Universities, and their component colleges and departments, rely to a great extent for their operation and advancement on the active participation of faculty members in their administration and governance. Although service is not weighted as heavily as teaching and research or creative works, “service” is an essential element of faculty performance and duties. Faculty members, particularly senior faculty members, have a responsibility to contribute to the government of the University through timely participation on committees and other advisory groups at the department, college, and University levels. Beyond the University, professional service includes service to professional organizations and other groups that engage in or support educational and research activities.

(2) 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.

(b) Service to the University, to the faculty member’s profession and to the local, national, and international communities beyond the University is reviewed in this category. Evidence of performance in this area includes committee work at the University, college and department levels, and participation in professional organizations of the discipline and in the community in the faculty member’s professional capacity.

11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes.

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

1. Community & Regional Planning Program, School of Architecture & Planning
2. Chicana/Chicano Studies Program

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

Less than 1 percent.

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, which specifically reward faculty scholarly work using community-engaged approaches and methods.

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 evaluating creative research, scholarship and professional work the Community and Regional Planning follows the School Policy, Sections B.1.b and c.

The CRP Program uses the following criteria to guide assessing the work:
1. Peer-reviewed scholarship including journals, books, book chapters and publications;
2. Non-peer reviewed publications, book chapters and articles;
3. Appropriately disseminated Community Engaged Scholarship (CES)*;
4. Community-based practice reports; and
5. Professional reports resulting from consulting services to local, state, regional, national, tribal and/or international governments and/or advocacy organizations, community-based volunteer groups, and community non-profit organizations.

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.

Chicana/Chicano Studies Program
Accreditation criteria The Chicana/Chicano Studies Program include civic engagement and service to communities as one of the criteria for accreditation. As such, the program follows the criteria put forward by the American Sociological Association guidelines for personnel review that advance public sociology:

The American Sociological Association (ASA) recognizes the longstanding contributions of sociologists to the public’s understanding of, and ability to act on, the social issues of our time. The ASA defines work with the express intent of interacting with and for the public as “public sociology.” This includes both: a) translational work (the communication of existing sociological research to publics outside of our field), and b) the collaborative production of knowledge (cooperative work with publics in developing and completing new knowledge). It recognizes that such work is the “public face” of the discipline.

The ASA encourages public sociology activities, public sociology research, and the education of future sociologists who will engage in such work. In this context, the ASA Council has established the following standards of public sociology to insure continued rigorous research and professional development. The standards are intended for use by sociology departments as they review departmental academic personnel guidelines, and as they advise colleges and universities on elements of broader university tenure and promotion guidelines that relate to public scholarship.

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

Yes.

The UNM Faculty Senate Community Engaged Scholarship Task Force was formed in Spring 2013 and is comprised of more than 40 representatives from every college or school on the main campus and the Health Sciences Center. The charge of the committee is to make recommendations to the Faculty Senate on engaged scholarship activities and expanding tenure and promotion guidelines to recognize such scholarship. The charge includes the following concepts:

- The proposed establishment of a central contact point on campus where community members and organizations can connect with UNM faculty, staff, and students engaged in community-based learning and scholarship;
- The presentation of community engaged scholarship and projects currently occurring at UNM (there is discussion about putting together a CES Symposium next Fall);
- The establishment of a formal structure (i.e. council or committee on community engagement and community engaged scholarship) to bring faculty, staff, and students together to discuss community-engaged scholarship projects and funding opportunities;
- The expansion or revision of university-wide policies to recognize community-engaged scholarship in tenure, promotion, post-tenure review, and merit pay decisions.

The Task Force held its first meeting in May 2013 with a goal of constructing a report containing these recommendations regarding community engagement and community-engaged scholarship at UNM that will be distributed to the Faculty Senate, Provost, HSC Chancellor, Vice President for Research, President and others as appropriate. Subsequent meetings have covered the following topics:

- July 3, 2013: Meeting with Provost Abdallah and Faculty Senate president Richard Holder to discuss Task Force charge and progress.
- August 27, 2013: Task force meeting with presentations by Claudia Isaac and Julie Lucero, HSC Center for Participatory Research, and Monica Kowal, Task Force Chair, to discuss evaluating and assessing community engaged scholarship.
- September 24, 2013: Meeting to discuss moving forward with recommendation and proposing scope of report.

As previously stated, data collected through the self-study process for the Carnegie Elective Community Engagement Classification is being developed into an institutional report that will inform and advise the formation of a Provost’s Council for Community Engagement (CCE). The CCE will also be responsible for planning a campus-wide symposium in Fall 2014, in which we will highlight current community-engaged scholarship at UNM, invite nationally renowned speakers on the nature of institutionalizing community engagement and supporting community engaged scholarship, and hold a summit with institutional leadership, faculty, and community members to discuss how to support UNM’s continued interactions with community.
Section C: Supplemental Documentation

1. Is community engagement noted on student transcripts?

No.

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? Please provide examples.

Yes.

Office of Diversity & Inclusion

In January 2013, the Provost’s Diversity Council developed a Strategic Framework and Timeline for implementing D&I initiatives for students, faculty, and staff. Goal No. 5 of that Framework involved expanding and supporting Community-Based Research and Learning, and included the following objectives:

- Improve community outreach efforts by nurturing UNM’s civic mission. Both the broader Albuquerque community and more generally the population of the State of New Mexico contribute significantly to UNM’s diversity profile. The relationships UNM faculty and students maintain and develop with communities statewide afford students a vibrant academic experience and are critical to the well-being of the state.
- Develop a comprehensive plan as part of the President’s 2020 Plan that will guide UNM’s mission by investing in and strengthening existing communities. In particular, engage in civic partnerships in low socioeconomic and ethnically diverse communities.
- Mandate that all students, staff, and faculty who are engaged with community partners participate in community-engagement learning seminars co-facilitated by community members.
- Place greater value on community-based participatory research and community-based classes in the tenure and promotion process.
- Develop a Community-Campus Council that reports directly to the President or Provost. The composition of the Community-Campus Council should be 51% neighborhood residents and community leaders and 49% UNM affiliated participants.
- Celebrate UNM’s contributions to community on the homepage of UNM’s main campus and Health Sciences websites.
- Faculty apprenticeships in the community. New faculty should be invited to take part in a community-based course, which would prepare faculty for apprenticeships with community leaders.
- Oversight of Institutional Review Board (IRB). Policies and procedures for researchers should lay out ethical considerations in working in the community. These policies and procedures should be co-constructed with the Community-Campus Council.

Community & Regional Planning Program (SAAP)

The Community & Regional Planning Program’s statement on ethics and statement on social justice provide an exemplar for students and staff working with, for, and in community. CRP’s curriculum and academic mission are focused on a community-based approach to addressing local and regional problems of community development, natural resources and environmental planning, and physical planning and design -- dedicated to learning about people, place, and process -- and its educational
Excerpt from Statement on Social Justice:
“...Racism, sexism and homophobia are persistent and pervasive evils that undermine the human species’ hopes for creativity and peace. Prejudicial beliefs, and the structures of power that embody and inflict them, affect all Planning. Grappling honestly with questions about bias is an intrinsic part of what it means to be a Planner. The faculty considers it of vital importance to create a university climate in which all of us can unlearn those prejudices with which we were raised.”

3. Is community engagement connected to efforts aimed at student retention and success? Please provide examples.

Yes.

The University of New Mexico recently participated in the Foundations of Excellence (FoE) in the First Year of College survey, which was intended to enhance the quality of the first-year experience for our undergraduate students. The program involved a campus-wide self-study focused on advancing student learning, success, and retention. The overall purpose of the Foundations of Excellence initiative was to evaluate the first-year experience and develop an action plan for institutional change and improvement that will be implemented in order to improve that experience.

As a result of the self-study, the council focused on the following survey responses from students and outlines objectives to use community engagement to have an impact on student retention and success:

Learning for Engaged Citizenship
Although new students are exposed to a number of opportunities for engaging in good citizenship, such as at New Student Orientation and Welcome Back Days, we are not necessarily doing a good job communicating about the importance of being a good citizen. We seem to focus more on the extracurricular aspect instead of the citizenship aspect of such activities. Still, there are some excellent programs/opportunities such as the Community Engagement Center, Service Learning Program, and Spring Storm that offer classes, workshops, and projects to engage students in working for their communities. Unfortunately, since the availability of some of these recognized programs is limited due to funding, not all students are able to take advantage of these experiences. Furthermore, the fact that these programs exist is unknown to many students and to individuals who conceivably could refer them (e.g., faculty, staff).

When the FoE Survey asked new first-year students, “To what degree does this institution help you understand how attending college prepares you to be an involved member of your community?” 44.5% reported either a “4” or a “5”; the average was 3.3. When the survey asked faculty and staff, “To what degree does this institution help first-year students explore the following purpose of higher education: Active engagement in the community?” a mere 15.9% reported a “4” or a “5”. The other extreme (“1” or “2”) was endorsed by 48.2%; the average response was 2.6. Conceivably the first-year students were responding with the belief that college would indeed help prepare them to become better members of the community, whereas faculty and staff were critically evaluating UNM’s specific efforts to ensure that this routinely happens. Alternatively, this could be explained by faculty and staff not being aware of what many students do outside the classroom.
Learning for Serving the Public Good

Although the idea of serving the public good seems quite basic and is part of UNM’s overall mission, the fact that the message to do so is not a routine part of UNM’s communication to students (especially during their first year) prompted a particularly interesting committee discussion. UNM’s established vision for providing public good to our state and local communities does not appear to get translated into the day-to-day operations with students. Instead, there seems to be more of an emphasis on individual advancement than on getting students to think in terms of the collective good. Many committee members reported that it is rare that we talk about justice, freedom, equality, or the betterment of society in general on campus.

When the FoE Survey asked new first-year students, “To what degree does this institution help you understand how attending college prepares you to contribute to the betterment of society?” almost half (49.4%) reported a “4” or a “5”; the average was 3.4. When the survey asked faculty and staff, “To what degree does this institution help first-year students explore the following purpose of higher education: Contributions to the betterment of society?” close to half (46.6%) reported the other extreme (“1” or “2”); the average response was 2.6. Again, the data seems to indicate that first-year students idealistically assumed they would be learning how to make such a contribution, and faculty and staff assumed that this particular type of training/preparation was not formalized and therefore was unreliable.
1.a. Discuss how your university defines service learning, the standard components for designation, and the process for identifying service-learning courses.

Last year UNM began piloting an implementation method for identifying or designating courses as either service-learning courses or community-based research courses. The Research Service-Learning Program (RSLP) has begun working 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 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

Faculty seeking the course designation(s) were asked to submit to the RSLP 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.b. How many service-learning courses were offered in the most recent academic year? What percentage of total courses at the institution?

Approximately 75 courses were offered in the 2012-2013 academic year; 36 of those courses were offered through the Research Service-Learning Program, and more than 30 were offered through other schools and programs that do not specifically designate their courses as SL or CBR. This amounts to less than 1 percent of classes offered at the university.

1.c. How many departments offered these courses? What percentage of total departments?

Approximately 10 departments offered service-learning or community-based research courses. This amounts to about 10 percent of total departments at the university.

1.d. How many faculty taught them? What percentage of faculty?

Approximately 25 faculty taught service-learning or community-based research courses, which amounts to less than 1 percent of the total faculty at the university.

1.e. How many students participated? What percentage of total students?

It is estimated that more than 550 undergraduate students participated in these courses, which amounts to about 3 percent of the undergraduate student population.

1.f. Describe how above data was gathered- by whom, with what frequency, and to what end?

The data collected focused on the 2012-2013 academic year and was comprised of self-reported information from the units who chose to submit the requested information. The Research Service-Learning Program regularly tracks the number of students who matriculate in courses designated by their program; however, units outside of the RSLP do not regularly track the number of courses or students, so data was collected through a self-reporting process and was mostly gathered through faculty interviews and submissions of survey questions.

2.a. Provide specific examples of campus-wide learning outcomes for students’ curricular engagement with community.

Research Service-Learning Program (Academic Affairs)
• Students engage in research methods and questions of an array of disciplines.
• Students work to fulfill their civic responsibility as students of a state-funded institution; understand the purpose of knowledge creation and contribute to the wellbeing of their community; work as active partners in New Mexico’s development; develop awareness, knowledge, and skills necessary to address the complex social and economic issues of New Mexico.
• Students engage in socially relevant learning in real-life situations through an interdisciplinary approach organized around themes such as health, education, the environment, and economics.
• Students engage in long-term, collaborative relationships with community constituencies; engage in community-based courses that facilitate cooperation with large organizations.

2.b. Describe the strategy and mechanism assuring systematic assessment of campus wide learning outcomes for students’ curricular engagement with community.

Research Service-Learning Program
During the 2012-2013 academic year, the RSLP conducted a pilot program evaluation of students (n=1432) who have taken RSLP courses over the past six (6) years. Over the course of one week, 82 eligible students completed the survey, and those students then participated in one-on-one interviews to discuss their experience with the program. The survey found that:
  1. Students that have completed RSLP courses have higher GPAs when compared to other UNM students, graduate faster than their peers, and believe that taking RSLP courses help them to graduate;
  2. More than one half of RSLP students are enrolled or plan to enroll in graduate or professional education programs;
  3. Five factors indicate that the RSLP courses are high impact as they develop in students:
     1. An awareness of community issues;
     2. A likelihood to address community issues after graduation;
     3. A feeling of being qualified to address community issues;
     4. A likelihood to see employment in New Mexico after graduation; and
     5. High course satisfaction.

Community Engagement Center
The UNM Community Engagement Center conducts annual assessments all of its core programs. Each year, the CEC administers the following:

• Pre and post surveys of all UNM Service Corps members
• Pre and post survey tools for offered courses
• Case study interviews and focus groups of Corps members
• Demographic, retention, and graduation data
• Growth and development tools
• Overall program evaluation narrative based on goals

2.c. Describe how the assessment data related to campus wide learning outcomes for students’ curricular engagement with community are used.

The availability and variety of service-learning courses is currently being examined by a number of entities on campus. As a result of the self-study being conducted for this application process, and as a result of the University’s participation in the Foundations of Excellence Initiative, both Academic and Student Affairs divisions, as well as the Curriculum Subcommittee of the Faculty Senate, is investigating
methods for (1) developing a set of Student Learning Objectives (SLOs) for service-learning courses, developing a community engagement thematic sequence of courses to include in the General Education core curriculum, and increasing the number of first year and senior capstone courses that involve service-learning or community-based research.

For example, the University of New Mexico was one of eleven four-year institutions participating in the *Foundations of Excellence in the First College Year Self Study* during the 2012-13 academic year. This process was conducted in collaboration with the John N. Gardner Institute for Excellence in Undergraduate Education in order to develop the standards that constitute a model first year. The primary outcome of this project was an evidence-based action plan for institutional change and improvement that will be implemented in order to increase the quality of the first-year educational experience.

Additionally, as an outgrowth of our self-study and the yearlong development of UNM’s Diversity Council Strategic Action Plan (http://diverse.unm.edu), UNM has proposed the creation of a University-wide undergraduate degree requirement (3-credits) entitled, “U.S. & Global Diversity & Inclusion.” The main learning outcome of the diversity requirement course is to understand inclusion and exclusion among diverse groups of people in the U.S. or in the global context who have experienced historic and/or contemporary inequitable treatment vis-à-vis gender, race, class, ethnicity, sexual orientation, religion, and disability in the U.S. and/or global context. Through the work of the Curriculum Committee of Diversity Council we have already complied 70 syllabi that include both study abroad, classroom based courses, and service-learning, experiential courses that span the natural and social sciences and pre-professional programs.

This re-envisioning of community engagement at the curricular level was guided by the advice of Dr. George Kuh, who stresses the effect that “high-impact practices” have on student engagement and success. Several high-impact practices are being piloted or substantially revised and reissued this year in light of Dr. Kuh’s advice. All First-Year Seminars will include curricula on financial competency, critical thinking, the Lobo Reading experience, and research skills. As part of the plan to increase research service-learning opportunities for students, including freshmen, the Faculty Senate recently created the Community-Engaged Scholarship Task Force, which is currently proposing the establishment of a Provost’s Council for Community Engagement as an oversight committee to recommend expansion and support of community engagement at the curricular level.

3.a. Provide specific examples of departmental or disciplinary learning outcomes for students’ curricular engagement with community.

**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

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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.b. 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.

3.c. 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.

4.a. Provide examples for how community engagement is integrated into:

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.
- UNM Men of Color Initiative (MOCI) engages and supports student members in community-based participatory research (projects led by MOCI students with community partners). Together they work to identify and assess community issues. MOCI identifies as a bridge between the campus and the community, connecting over 600 UNM students and faculty with the community through various projects.
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 (LAII) 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 Albuquerque’s Nob Hill neighborhood.

Internships/Co-Ops:

- Paralegal internship: Approximately 20 students a year work with law firms, the District Attorney’s Office, government agencies, Presbyterian legal department, and NM Legal Aide. 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 Interpretive 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.

4. b. Provide examples for how community engagement has been integrated with curriculum on an institution-wide level with:
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 (http://som.unm.edu/ume/media/pdf/ume/students/cur_map_2014.pdf) such that every medical student earns 14 credits of Public Health graduate credits that can be transferred towards a Masters in Public Health (http://hsc.unm.edu/som/docs/phcweb.pdf). 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 4th 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.

- Peace Studies Program: In November 2013 Peace Studies Director Dr. Les Field (anthropology) and Dr. Alex Lubin (American Studies) published a co-authored article (along with several American Studies graduate student participants) about the Peace Studies Palestine field school they directed in May 2011. The article is entitled, “The Israel/Palestine Field School: Decoloniality and the Geopolitics of Knowledge,” in Social Text, Duke University Press.

- 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.

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.

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. The purpose of FLCs is PURPOSE HERE. 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.

In the Majors:

- In the Signed Language Interpretive 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 theme 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.

- CEC Community Engagement Minor. UNM Service Corps members are required to take one class for each 450-hour term of service and two classes for 900-hour term of service. The UNM Academic Curriculum Council is currently considering CEC’s proposal to make this a minor studies program.
  - UNIV175: Community Health (3.0 Credit Hours)
  - UNIV391: Economic Justice (3.0 Credit Hours)
  - UNIV391: Immigration (3.0 Credit Hours)
  - UNIV175: Leadership for Community Capacity Building (3.0 Credit Hours)

- 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

5. Provide a minimum of 5 examples (from as many departments as possible) of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.).

- Dr. Mary Jane Collier from Communications and Journalism, and Dr. Tyson Marsh from Educational Leadership presented public lectures in February of 2014 as part of the UNM Language, Literacy, & Sociocultural Studies critical lecture series. Dr. Collier and Dr. Marsh presented “Contesting Spaces Through Public Pedagogy: Critical Education and Community Engagement Projects.”

- Peace Studies director Dr. Les Field (anthropology) and Dr. Alex Lubin (American Studies) published a co-authored article (along with several American Studies graduate student participants) about the Peace Studies Palestine field school they directed. The article is entitled, “The Israel/Palestine Field School: Decoloniality and the Geopolitics of Knowledge,” in Social Text, Duke University Press.
• Dr. Francisco Uvina presented at the Public Interest Design Workshop, hosted by the UNM School of Architecture and Planning.

• IBSG (International Business Students Global) and Net Impact are part of a national campaign to raise awareness revolving around the national debt. The campaign, entitled, “Up to Us” is a collaboration between 16 universities, the Clinton Global Initiative, and the Peter G. Peterson Foundation. Seven students are involved in this project, and Manuel Montoya and Shawn Berman are providing faculty support. As the project launches, there are plans to incorporate more faculty from Anderson School of Management and beyond. For example, Carolyn Gonzales hosted the project in one of her “Journalism and Mass Media” classes to help train students to respond to media questions about the campaign. The aim of the project is to reach local, state, regional, and national audiences about the debt. The emphasis is on a multi-disciplinary approach to what debt is and how it will impact our future generation of citizens.


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**Section III**

**B. Outreach & Partnerships**

1. **Provide examples of outreach programs developed for community including:**

   **Learning Centers:**
   • 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 2012-2013 school year. BEMP also offers day-long study trips where the importance of keeping a clean watershed is discussed and the ‘scoop the poop’ message is enforced. This year, 627 students in 31 different classrooms participated in BEMP study trips. A third stormwater quality team supported educational effort is the stormwater science field extension, which is an expansion of the concepts taught during the classroom presentation. One hundred forty students from nine different classes participated in a stormwater science field event this 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 centers 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. This program recently received a $6200 grant from the Albuquerque community foundation to update the trunks and replace some of the materials. Our preliminary evaluations of the program show that educators who partake in the program greatly appreciate having these resources to use and find them very important for learning. The second outreach program is the Maxwell in Motion School Bus Program: the Maxwell welcomes all groups into the museum for guided visits but recognizes that school groups often do not have the resources for a museum field trip. Therefore, a portion of the museum’s education endowment goes to funding buses for Title One Albuquerque Public Schools to visit the museum. Over 600 grade 3-5 students visited the Maxwell Museum from January - May 2014. For many students, these field trips are their first exposure to museums and the university campus. This, in addition to all other community groups that visit, is our largest outreach effort per year.

- 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. During 2013 15 outreach sessions were given to community school groups, with a total attendance of 465 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. After an introduction to university research, SFIS seniors work with librarians to find books and articles pertaining to their research. Librarians are then invited to presentations at the SFIS High School. The purpose of the program is to introduce Native American students to the university library collections, see how libraries and librarians fit into the college experience, and serve as a recruitment tool. During 2008-2013, INLP has worked with 495 SFIS students on their senior research projects. The SFIS research day program has made an impact: more than 90% of SFIS students graduate and if they attend UNM, students are aware of and use University Libraries/INLP services. INLP has also worked with other NM schools with high Native American populations, including SFIS: 37 classes, 1,155 individual contacts.

- 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. LAII partnered with the Instituto Cervantes of Albuquerque, Mexican Consulate of Albuquerque, and the National Hispanic Cultural Center to examine the photography exhibit "Testimonios de una Guerra" and discussed how to incorporate the Mexican Revolution into middle- and high-school classrooms. Guest presenter Professor Linda Hall from the UNM history department shared background information on the revolution; LAII staff provided curriculum materials and suggestions

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for classroom instruction. Certificates of professional development were provided to all participants.

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:
• The UNM Continuing Education Manufacturing Practices course was developed with Scott Sibbett of the School f 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:
• 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:

- Staff Recruiting Services partners and supports several community diversity organizations, programs and events. In 2013, staff recruiting services enhanced our partnerships with New Mexico Workforce Solutions, the UNM Veteran’s Resource Center, and several other community organizations such as the Employer Support of the Reserve and Guard (ESGR), Women Veterans of New Mexico, the New Mexico Business Leadership Network, and the Kirtland Air Force Base Transitioning Assistance Program (TAP). The TAP events are attended every other week and focuses on providing assistance to veterans in adjusting back into the civilian workforce.

Professional Development Centers:

- The Division of Human Resources, Staff Recruiting Services team facilitates and develops action-oriented programs, services, tools and processes to enhance the recruitment and retention of females, minorities, veterans, and individuals with disabilities to the UNM workforce. An example of these ongoing efforts is partnering with community organizations to participate in job fairs, community outreach programs, and employment support programs.

- 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.
2. Provide examples of institutional resources provided as outreach to the community:

Co-curricular Student Service:

- Housed within the UNM Community Engagement Center (Student Affairs), Financial Literacy Service Corps members serve at existing sites and draw on lessons learned from the local community college, from leaders in a community-based multi-service center, and from professors from the university. Students co-design and implement workshops and curriculum focused on providing children and families with the information and skills they need to understand financial institutions and become financially literate. Workshops and individual assistance may include benefit maximization, financial coaching, information and educational opportunities for families, and connecting families to resources in their own communities. Access to specialized services includes assistance to families undergoing extreme financial distress, including foreclosures and bankruptcy.

- 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. These include:
  - Team building workshops for the pueblo of Hopi teacher co-op – AIBA students travelled to Flagstaff, Arizona to conduct team building workshops for a teacher cohort from the pueblo of Hopi. There were approximately 4 AIBA students who conducted the workshops, dr. Helen Muller, and staff advisor Jaye Francis.
  - Youth Career Skills Workshops for the Pueblo of Laguna summer youth program – AIBA students were invited to the Pueblo of Laguna to conduct workshops on
Cultural Offerings:

- In addition to regularly hosting public exhibits and museum lecture events featuring archaeologists, artists, and community partners, UNM’s Maxwell Museum of Anthropology is implementing 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 Maxwell Museum’s education division also participates in many off site community events and festivals throughout the year. Starting in the fall, the Maxwell provides educational hands-on activities for science and technology day at the NM state fair and are exhibitors at the teacher’s open house event at the Albuquerque Museum, a collaborative effort of the museums on mountain road in Albuquerque. In spring 2014 the Maxwell presented educational activities at the Valle del Oro National Wildlife preserve for a special celebration of acequias. This June the museum will host an archaeology day celebration at Casa San Isidro in Corrales, NM.

- 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.

- The UNM Latin American music center and the Latin American and Iberian Institute, and other community partners, presented a special concert with the Nueva Música Dúo (NMD), formed by violinist Miguel Angel Garcia and pianist José-Luis Hurtado, one of the most important rising Mexican new music groups.

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• The Landmarks Project was funded by NEA and established by The Tamarind Institute. The institute organized a printmaking project that sent four Native American artists from different parts of the U.S., with our master printer, to an Australian aboriginal community in the northern territory; then four aboriginal artists and the Native American artists made lithographs with Tamarind staff and students at Tamarind. The artists gave a public lecture in Albuquerque, and work by each of the artists will be shown in the Tamarind Gallery in August 2014.

Athletic offerings:
• The Men of Color Initiative (MOCI) is a project of the Division for Equity and 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. A recent outreach activity, a soccer tournament paired with a workshop focused on strategies for paying for college, involved more than 80 participants from area middle and high schools.

3. Describe representative examples of partnership (using grid template provided)

See Appendix.

4a. Describe strategies for promoting attention to the mutuality and reciprocity of the partnerships.

UNM is currently employing a variety of strategies for attending to the mutuality and reciprocity of our community partnerships. As stated in foundational indicators: question 4.a., through the self-study process for the Carnegie application, the UNM Community Engagement Steering Committee has begun to establish a set of goals, recommendations, and priorities designed to improve partnerships and programming, measure and document outcomes, and publicize impacts. The UNM Community Engagement Steering Committee is preparing recommendations that would provide resources to the Community Engagement Center (CEC) to expand and strengthen its Community Engagement Portal in order that it may better serve as campus-community tool and help track, document, and measure the impact of the partnerships it houses.

The community engagement core at the New Mexico Center for the Advancement of Research Engagement and Science on Health Disparities (NM Cares Health Disparities Center), a National Institutes of Health and National Institute for Minority Health and Health Disparities funded center at the UNM Health Science Center, recently published its assessment of the UNM HSC’s institutional culture for conducting research with communities. The CEC interviewed twenty-one institutional leaders and administrators, researchers, and members of research project advisory councils boards at the UNM Health Sciences Center. Three key findings emphasize the importance of institutional change needed for fostering research “with” communities rather than “on” or “in” communities, organizational climate and culture, community engagement and partnering relationships, and policies. The UNM Community Engagement Steering Committee has plans to expand this study in fall 2014 to survey members of the main UNM campus, as well as its satellite branches regarding institutional barriers to community-engaged scholarship.

The Community Engagement Center (CEC) conducts regular evaluations of the breadth and scope of its program’s impact on communities. The data monitored and collected through these mechanisms also
As we work with students to use data to analyze the health of the Bosque, Bosque Environmental

BEMP Teacher and K12 Education
As we work with students to use data to analyze the health of the Bosque, Bosque Environmental

4.b. Describe the mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from the community partners to the institution and from the institution to the community- and how the data have been used to improve reciprocity and mutual benefit.

HSC Health Extension Regional Offices
New Mexico has some of the poorest health outcomes driven by social determinants of health. The social determinants include such areas as achievement, opportunities, access to healthy foods, and control over one’s environment. For example, New Mexico has the second highest uninsured rate and the highest percentage of women and children living in poverty in the U.S. But each community has a rich culture and community assets and strengths. The School of Medicine at the Health Sciences Center actively engages New Mexico community members in designing and implementing education, research and service programs to utilize this knowledge. To realize vision 2020, yearly symposiums are held to bring community partners to meet with HSC leadership, faculty, and staff and to share recommendations on how to partner to improve health and health equity in their communities.

The first symposium in 2010, focused on bringing together UNM’s colleges, hospitals and its mission areas of education, service, and research to address this vision. The second symposium in 2011 we learned from 200 of our community partners and other higher education institutions that came from across the state. They shared with us what is working well in our relationship with the community and what can be improved, how our partnership activities can grow into the creation of a local UNM “academic hub” to better mobilize university resources to address community priority health problems and how a network of statewide, UNM Health Sciences Center “academic hubs” could benefit health status in the communities of New Mexico. Follow up visits to New Mexico by HSC leadership were held throughout the state. The third symposium in 2012 focused on further integrating recommendations from the community into our activities/strategies, measuring impact on health and health equity, aligning strategies to improve health outcomes, and holding ourselves accountable to the vision of partnering with communities to improve health and health equity.

Out of community recommendations, the Health Extension Regional Offices (HEROS) was created. Based on agricultural cooperative extension, fulltime, community-based agents of UNM’s coordinate HSC programs locally (including community based education) and link priority community health hubs with HSC resources http://hsc.unm.edu/community/documents/herobrochure2011_1_1.pdf (appendix 7). From this concept, the academic health extension “hubs” have emerged. The creation of local academic extension hubs facilitates community capacity development in health through community access to numerous HSC resources in areas as diverse as pipeline development, workforce development, TeleHealth, clinical service improvement, community-based education, program evaluation and research.

inform the strategic future of current projects and provide research and analysis for the development of new paths for campus-community partnerships. Among its recent findings, the CEC has:

- Served more than 30 communities across the state.
- Partnered to generate nearly $20,000,000 in federal, state, and national philanthropic funding for community projects, with 80% of those funds going directly to local communities.
- Served approximately 50,000 children and families.
- Served more than 567,255 hours in communities.

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Monitoring Program (BEMP) uses data from teachers and students to assess how we are doing and what we can improve. In 2012-13, we administered an online teacher survey through Survey Monkey to monthly monitoring participants and pre and post surveys for students and teachers who came for one day study trips. Twenty-one of 56 monthly monitoring teachers completed the survey. Thirty-one did not respond at all; one teacher opted out; and three emails bounced. Not all teachers answered all questions.

5. Provide a minimum of 5 examples (from as many disciplines as possible) of faculty scholarship associated with their outreach and partnership activities (including technical reports, curriculum, research reports, policy reports, publications, etc.).


Community & Regional Planning Professor Dr. Claudia Isaac published “Final Evaluation Report of Community-Based Food Security for Albuquerque Public Schools and the South Valley: A Project of AFSC-NM (10/1/09 to 9/30/12).” For American Friends Service Committee, New Mexico, December 2012.

Dr. Chris Koops from the linguistics department worked on a Cherokee language revitalization project with community elders of the Cherokee Nation of Oklahoma. In the summer of 2013 Dr. Koops transcribed a set of oral history interview with community elders. The purpose of his participation in the transcription was to assist in making the language accessible to second language learners.

Dr. Rosa Vallejos worked documenting Kokama, an endangered language of the Amazon, during the summer of 2013. The NSF-funded project involved initiatives organized in collaboration with local community members. These efforts are described in a forthcoming paper entitled, “integrating language documentation, language preservation, and linguistic research: working with the Kokamas of the Peruvian Amazon,” in language documentation and preservation 8 (2014).


Dr. Francisco Uvina was a co-presenter and author of “Conservation, Preservation and Rehabilitation of Earthen Architecture as a Youth Development Program in the Town of Bernalillo, New Mexico” with Maria Rinaldi, the Community Director of the town of Bernalillo, at the Earth USA sixth international conference in Albuquerque, New Mexico, 2011.
II.B.3. Using the following grid, describe representative partnerships (both institutional and departmental) that

<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovate ABQ</td>
<td>City of Albuquerque, Bernalillo County, Central New Mexico Community College, area business community</td>
<td>UNM, STC.UNM (Board of Regents)</td>
<td>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.</td>
<td>less than one year</td>
<td>22</td>
</tr>
<tr>
<td>VIVA Step into Cuba</td>
<td>Nacimiento Community Foundation</td>
<td>UNM School of Medicine, Prevention Research Center</td>
<td>Reduction of chronic disease and improving health and health-related quality of life by increasing physical activity and access to natural environments in Cuba</td>
<td>4.5 years</td>
<td>10</td>
</tr>
<tr>
<td>ZETAC</td>
<td>Zuni Public School District (ZPSD)</td>
<td>College of Education</td>
<td>Designed to enhance the educational attainment of children in the ZPSD by focusing on the continuing education, professional development and recruitment of teachers in Zuni to empower a community of learners in this northwestern New Mexico pueblo</td>
<td>2 years</td>
<td>6</td>
</tr>
<tr>
<td>Partnership Name</td>
<td>Community Partner</td>
<td>Institutional Partner</td>
<td>Purpose</td>
<td>Length of Partnership</td>
<td>Number of faculty</td>
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<tr>
<td>4 Mission: Graduate</td>
<td>United Way of Central New Mexico, Central New Mexico Community College, Albuquerque Public Schools, Rio Rancho Public Schools</td>
<td>Center for Education Policy Research, College of Education</td>
<td>Cradle-to-career education partnership seeking to increase the number of college graduates in New Mexico</td>
<td>4 years</td>
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<td>5 iD+Pi</td>
<td>Various tribal entities, primarily in the American Southwest</td>
<td>School of Architecture and Planning</td>
<td>To educate and inform indigenous design and planning by engaging faculty, students, professionals and community leaders in culturally responsive practices. Tribes located principally in New Mexico and the Southwest are afforded the expertise and resources to support projects that entail aspects of design and planning. The overarching goal of this activity is to foster sustainable communities among Indigenous populations—communities guided by principles of social justice and distinguished by healthy environments, strong local economies, and thriving cultures.</td>
<td>3 years</td>
<td>5</td>
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<td>6 BEMP</td>
<td>The Bosque School’s Black Institute</td>
<td>Biology Department</td>
<td>Research, education and stewardship of the Rio Grande and its riverside forest, the Bosque</td>
<td>17 years</td>
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<td>Partnership Name</td>
<td>Community Partner</td>
<td>Institutional Partner</td>
<td>Purpose</td>
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<td>7 Resource Center for Raza Planning</td>
<td>Various traditional land-based communities in New Mexico, New Mexico Center on Law and Poverty, Bernalillo County, Santa Fe County, Kirtland Elementary School</td>
<td>School of Architecture and Planning</td>
<td>Document land use and ownership patterns of an informal settlement to help NMCLP guide infrastructure development and, further, demonstrate why Pajarito Mesa should be considered a colonial by the US Department of Housing and Urban Development and, thus, qualify for such infrastructure development support.</td>
<td>18 years</td>
<td>4</td>
</tr>
<tr>
<td>8 Tamarind Institute</td>
<td>Tamarind Lithography Workshop, Inc.</td>
<td>College of Fine Arts</td>
<td>Dedicated to research, education and artistic projects in fine art lithography, contributing to the growth of contemporary printmaking around the world, providing professional training and creative opportunities for artists</td>
<td>43 years</td>
<td>2</td>
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<tr>
<td>9 Center for Native American Health</td>
<td>New Mexico’s Native American Communities</td>
<td>UNM Health Sciences Center</td>
<td>Build and strengthen health alliances between Native American communities and the University, for the overall purpose of improving Native American health in New Mexico</td>
<td>11 years</td>
<td>6</td>
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<td>10 UNM Child Ready</td>
<td>NM EMS for Children</td>
<td>UNM Institute for Indigenous Knowledge &amp; Development &amp; UNM Pediatric Emergency Medicine</td>
<td>Respectfully engages indigenous communities and affiliated allies in eliminating socially-constructed barriers to health equity, building capacity for sustainable resolution of health inequities</td>
<td>2 years</td>
<td>5</td>
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<td>11 Design and Planning Assistance Center (DPAC)</td>
<td>Low-income communities across New Mexico, 2012-13: Clovis, Tucumcari and Las Cruces</td>
<td>School of Architecture and Planning</td>
<td>Delivers design and planning services to low-income communities throughout the state of New Mexico</td>
<td>44 years</td>
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<td>Comadre a Comadre</td>
<td>City of Albuquerque, local nonprofit and health organizations.</td>
<td>College of Education</td>
<td>Comadre-a-Comadre is a peer-led, community-based program designed to improve the breast health and breast cancer outcomes among Hispanic/Latina women. The program provides free education, resources, and support to women and their families.</td>
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<td>8</td>
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<tr>
<td>Center on Alcoholism, Substance Abuse, and Addictions</td>
<td>CASAA serves as the Southwest Node for the NIDA Clinical Trials Network. CASAA also is the home for the New Mexico Statewide FASD Prevention Program and the UNM Campus Office of Substance Abuse Prevention (COSAP)</td>
<td>Department of Economics; Communication and Journalism; Psychiatry, Psychology; and Sociology</td>
<td>The Center on Alcoholism, Substance Abuse, and Addictions (CASAA) is a Category III Research Center at UNM</td>
<td>20 years</td>
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<td>14 Spanish Colonial Research Center</td>
<td>National Park Service</td>
<td>University of New Mexico</td>
<td>Facilitates the research requirements of Spanish Colonial Heritage Sites of the National Park Service as well as other pertinent local, state, and regional entities with its collection of thousands of microfilmed colonial documents, maps, architectural plans, and sketches from Spanish and Mexican archives</td>
<td>28 years</td>
<td>5</td>
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<td>15 Institute for American Indian Education (IAIE)</td>
<td>Local, state, federal government; private and tribal organizations.</td>
<td>Language, Literacy &amp; Sociocultural Studies Program, College of Education</td>
<td>The Institute for American Indian Education was created in response to New Mexico's overwhelming need to improve American Indian student retention and achievement in schools.</td>
<td>11 years</td>
<td>80</td>
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</table>
II.B. Using the following grid, describe representative partnerships (both institutional and departmental) that

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Grant funding</th>
<th>Institution Impact</th>
<th>Community Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 TBD</td>
<td>$7.5 million, Living Cities, City of Albuquerque, Bernalillo County.</td>
<td>Raises level of need for and application of UNM health, science and technology research, greater local economic potential for UNM students and graduates</td>
<td>Raises the regional economic profile through economic development planning and transfer of knowledge and technology</td>
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<td>2 100+</td>
<td>Centers for Disease Control and Prevention</td>
<td>Research opportunity to alleviate public healthcare costs through prevention</td>
<td>Community-wide access to improved health quality of life with guidance to increase physical activity along with individually-adapted behavior change programs and companion social support context</td>
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<td>3 35</td>
<td>W.K. Kellogg Foundation</td>
<td>Identification of the social and cultural needs of future teachers in Zuni and provides relevant educational opportunities for teachers to obtain advanced degrees</td>
<td>Increase the number of Zuni teachers teaching Zuni children who are skilled in transferring cultural knowledge in addition to typical content by developing teacher recruitment, retention and a continuing education programs including Zuni history, language and culture</td>
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<td>4</td>
<td>Daniels Fund, The United Way</td>
<td>Increase matriculation of local students to UNM and raise graduation rates</td>
<td>Generating a local workforce with better earning potential</td>
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<td>5</td>
<td>Surdna Foundation ($100k); Misc Tribal Contracts ($100k), Frontier Endowment ($30k), Indian Land Tenure Foundation ($25k)</td>
<td>Demonstrate practices of engagement with tribal policy leadership on the value and application of sustainable and balanced growth, educate students in basic principles of culturally appropriate design and planning</td>
<td>Increased shared understanding and application of culturally responsive design and planning paradigms, recognition of these cultures as a vital source of important design and planning practices</td>
</tr>
<tr>
<td>6</td>
<td>Black Institute</td>
<td>Research and education related a regional long-term ecosystem study</td>
<td>Increase access to learning opportunities, time, hands-on experience and stewardship actions to understand and manage this rare gallery forest ecosystem</td>
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<tr>
<td>7</td>
<td>McCune Charitable Foundation, Creative Santa Fe, Santa Fe Economic Development Department, Center for Regional Studies, Our Town Grant from the National Endowment for the Arts</td>
<td>Research and policy analysis opportunities for students and faculty</td>
<td>Technical assistance to communities in the areas of natural resources planning, physical design and economic development</td>
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<tr>
<td>8</td>
<td>Clients and private donors are regular supporters. In addition we often get grants for special projects, from regional and national organizations such as the Urban Enhancement Trust Fund (City of ABQ), National Endowment for the Arts, Andy Warhol Foundation for the Visual Arts, Ford Foundation.</td>
<td>Brings the highest level of fine art lithographers for collaborative creation and education, archives are housed in UNM Center for Southwest Research</td>
<td>Training of master printers and houses a professional, often international, collaborative studio for artists and increases public access to and appreciation of fine art lithography</td>
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<tr>
<td>9</td>
<td>Federally and institutinally funded.</td>
<td>Increased recruitment and retention of American Indian students into UNM HSC for health careers</td>
<td>Increased access to Native American health care professionals for care and generates research data, health education, and technical support for tribal communities</td>
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<td>10</td>
<td>The UNM Division of Pediatric Emergency Medicine and the UNM IIKD (Institute for Indigenous Knowledge and Development), were awarded a four-year grant from the Health Resources and Services Administration and Emergency Medical Services for Children State Partnership Regionalization of Care Program to work with communities and tribes to design, develop, and disseminate a system of regionalized pediatric emergency care in tribal and rural areas of New Mexico and the border regions of Arizona, Colorado, Texas, and Mexico. The name of this initiative is the “Child Ready” Program.</td>
<td>Education and research opportunity incorporating multiple worldviews and settings reflective of New Mexico’s needs</td>
<td>Improved well being, development and self-determination through knowledge transfer and the application of indigenous methodologies and approaches with Western-based strategies</td>
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<tr>
<td>11</td>
<td>New Mexico Main Street (New Mexico Economic Development Department)</td>
<td>Contextual research and application of design and policy creation</td>
<td>Preservation and restoration efforts that make places safer and more comfortable places to live and retain the region’s history and existing strengths</td>
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<td>12</td>
<td>25</td>
<td>Grant funded, in addition to institutional funds.</td>
<td>Increased education and awareness of screening, diagnosis, and treatment of breast cancer; increased support for women facing diagnosis; increased knowledge of community resources and early detection; low-cost or free mammogram services.</td>
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<tr>
<td>20</td>
<td>$9 million funding from UNM, NIH, external grants</td>
<td>CASAA reduces suffering caused by substance use and other addictive behaviors through high quality prevention and treatment research, collaborating with colleagues and working across disciplines, sharing our knowledge with fellow scientists, community practitioners, and individuals who are directly impacted by substance use.</td>
<td>CASAA investigators provide educational and training opportunities for scientists at all levels to learn and deepen their skills in epidemiology, prevention, and clinical research on alcohol- and other substance-related topic to high school, undergraduate, graduate, pre- and postdoctoral students, early career scientists, and community treatment providers.</td>
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<td>16</td>
<td>The National Park Service has contributed funding to the Spanish Colonial Research Center to pay federal staff and student appointees’ salaries, office equipment, supplies, and travel for research trips as well as costs paid to foreign archives related to, microfilming thousands of pages of archival documents, maps, plans, and sketches, collected as a result of the research trips. Additionally, monies for special studies and Spanish language translations from NPS Parks have contributed funding that has been used to supplement salaries for graduate and undergraduate student appointments within the NPS workforce in the Spanish Colonial Research Center. The current State appropriation is used to pay UNM staff for editing the</td>
<td>Research activities coordinated between students, faculty and others accessing the collections.</td>
<td>The Spanish Colonial Research Center’s primary purpose is to develop a computerized data base from Spanish colonial documents to serve the research needs of the National Park Service’s Spanish Colonial Heritage sites as well as other appropriate federal, state and local organizations. The Spanish Colonial Research Center cooperates with research entities in Spain, Portugal and Mexico.</td>
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<tr>
<td>15</td>
<td>Grant funded, in addition to institutional and state and federal funding.</td>
<td>Research activities coordinated between students, faculty and others. UNM College of Education American Indian/First Nations faculty, which is the largest group of American Indian/First Nations faculty at any College of Education in the country, conduct outreach, workshops, and seminars in the areas of curriculum development, preparation for Teacher Licensure tests, American India charter school development, and American Indian language revitalization and instructional planning.</td>
<td>Since 2004, over 139 IAIE scholarships have been awarded to Native American students at UNM studying to become teachers. Over 50 recipients of the IAIE scholarships have graduated and are now teaching in New Mexico. Others have graduated and are pursuing a higher degree.</td>
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</tbody>
</table>