

# University of North Carolina at Chapel Hill

## Documentation Framework for Elective Classification - Community Engagement

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Prepared by  
Lynn White Blanchard, MPH, PhD  
Director  
Elaine M. Tola  
Program Officer

Carolina Center for Public Service  
University of North Carolina at Chapel Hill

**2006 Documentation Framework for  
Elective Classification - Community Engagement**

University of North Carolina at Chapel Hill

**I. Foundational Indicators**

**A. Institutional Identity and Culture**

Required Documentation (Complete all 4 of the following)

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

Yes  No

As the first public university in the nation, UNC-Chapel Hill has a long and proud tradition of engagement with communities in North Carolina and beyond. UNC Chapel Hill's Mission Statement is as follows:

The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; *to improve the condition of human life through service and publication; and to enrich our culture.*

To fulfill this mission, the University must:

- acquire, discover, preserve, synthesize, and transmit knowledge;
- provide high-quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and the nation;
- provide graduate and professional programs of national distinction at the doctoral and other advanced levels;
- *extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life of all people in the state; and*
- *address, as appropriate, regional, national, and international needs.*

2. Does the institution formally recognize community engagement through awards and celebrations?

Yes  No

UNC-Chapel Hill formally recognizes community engagement through numerous awards and celebrations annually. A number of individual schools and units have their own awards for engagement and service. Below are descriptions of campus-wide awards:

The Carolina Center for Public Service (CCPS) holds the University's Public Service Awards luncheon each year to recognize individual students, faculty, staff, University units and student organizations for extraordinary and exemplary public service. Senior administrators, including the Chancellor and Provost; faculty; staff; students and community partners and representatives attend the annual event. The awards (all of which include a monetary award) presented include:

- **The Ned Brooks Award for Public Service** recognizes a staff or faculty member who throughout his/her career has, in a collaborative and sustained manner, made a difference in the larger community by encouraging active involvement of others in service to and engagement with the community beyond the University; who directly provides public service beyond the university; and who mentors, inspires and provides opportunities for others to effectively make a difference in the larger community.
- **The Robert E. Bryan Public Service Award** (up to four awards) recognizes individuals (students, faculty, or staff) who, as representatives of UNC-Chapel Hill, demonstrate outstanding engagement and service to the state of North Carolina by working in partnership with community members inspire and involve others; respond to a practical problem, issue or concern of the state and work to assure the impact of their efforts in the community is lasting.
- **The Office of the Provost Engaged Scholarship Award** (up to 2 awards) recognizes University units for exemplary engaged scholarship (the application of university expertise to address community needs) in service to the state of North Carolina. The scholarship serves as an example of excellence, including responsiveness to community concerns and strong community partnerships, and demonstrates integration of the service endeavor into the teaching and/or research missions of the University.

Each spring the Chancellor's Awards are presented to students in a widely attended ceremony. A number of the awards include a service component, including **The Robert B. House Distinguished Service Award**. Established in 1980 by the Rho Chapter of Alpha Phi Omega National Service Fraternity in honor of the first chancellor of the University and one of its most revered leaders, this award is presented to the undergraduate who best exemplifies the spirit of unselfish commitment through service to the University and the surrounding community.

The Assisting People in Planning Learning Experiences in Service (APPLES) Service Learning Program presents two awards in an annual community celebration. Recipients have been involved with the APPLES Program for a minimum of two years, demonstrated a sustained commitment to service-learning, and shown dedication to positive community impact through service. The **APPLES Service Learning Award** recognizes the sustained and on-going commitment of a student, faculty member, staff, or community partner who has addressed the concerns and needs of North Carolina communities. The **APPLES Faculty Excellence Award** honors a faculty member who thoroughly integrates service experiences into academic curriculum while inspiring students to make significant contributions in the community and the classroom.

The UNC-Chapel Hill Graduate School oversees the prestigious **Impact Awards** for graduate students. These awards recognize and encourage graduate students whose research is making a difference to our state. Impact Award winners, selected by a faculty review committee, present their research, receive a cash award, and are recognized at the Annual Graduate Student Recognition Event.

3. Does the institution have a system for assessing community perceptions about the effectiveness of the institution's engagement with community?

Yes  No

Rather than one structured system for assessing community perceptions at a pan-University level, there are many formal and informal mechanisms for receiving feedback from our constituencies, as well as specific efforts at the school, department and project levels. Below are several examples:

Chancellor James Moeser began his **Carolina Connects** initiative in 2004 after his State of the University Address. At that time Chancellor Moser stated that "These visits show the connections between the University and the people of North Carolina, focusing on the work our faculty, staff, and students do to improve people's lives in all 100 counties. This University truly serves North Carolina every day in meaningful, relevant ways. In short, Carolina connects." To date, his 65 visits have covered communities from the coast to the mountains and points in between, stopping in communities around the state where the University's faculty, staff and students are working to make a difference. Each stop spotlights the University's work in economic development, health care and public education and allows the Chancellor to listen to community leaders, elected officials, alumni, parents, students and others. The purpose of this effort is to strengthen the connections between the University of North Carolina at Chapel Hill and the lives of North Carolinians and their communities.

The annual **Tar Heel Bus Tour** also allows an opportunity for Carolina faculty and administrators to hear from community members about their perceptions of our engagement with the state. For five days each year, new faculty and administrators travel the state learning about North Carolina, including the pressing issues of the state and how Carolina partners with communities to meet their needs. Since it began in 1997, almost 300 faculty members and senior administrators have participated in the annual experience, visiting a wide array of communities where Carolina faculty are working in partnership to address community issues.

As described elsewhere in this document, Chancellor James Moeser announced a campus-wide **Task Force on Engagement** in the fall of 2005. Each of the subcommittees of that Task Force was charged with exploring constituency experiences with and expectations of the University. An example of how this charge was operationalized is the **Carolina Community Economic Summit**. Held in February, the Summit brought together more than 80 individuals, half representing the University and half state and community representatives. In a day long structured dialogue, those attending explored how the University can better serve the economic development needs of the state.

In addition to these pan-University mechanisms, there are numerous school and project level systems that provide us with community perceptions. For example, the UNC School of Public Health is participating in the **Engaged Institutions Effort of Community Campus Partnerships for Health** sponsored by the Kellogg Foundation. Dean Barbara Rimer has stated that this project, focusing on racial and ethnic health disparities, is a priority of the school, and she has committed resources to assure community participation. The work group is inclusive of community representatives and activists who have partnered with the school in a variety of ways. These individuals, who make up at least half of the group, have been asked to provide the school with in-depth, comprehensive assessments of their experiences as well as participate as full partners in the process. Other examples in the School of Public Health include the **North Carolina Institute for**

**Public Health** (NCIPH), which has a formal evaluation team that evaluates the efficacy of the **Public Health Incubators Project** and the **Management Academy for Public Health** as well as the activities of 16 other NCIPH programs.

In **School of Government** continuing education courses for public officials, participants are asked to evaluate the extent to which the training meets their needs. That feedback is used to develop new educational programs and to evaluate the quality of instruction provided by faculty (regular university tenure-track faculty who are dedicated to providing service to North Carolina's local and state government officials). Occasionally feedback is requested through meetings with association boards and other groups interested in the School of Government's services.

The effectiveness of the **Carolina Environmental Program's** (CEP) outreach and public service program, the **Environmental Resource Program**, was recently assessed. The results are being used to improve the program's service to the community. One direct result was the decision to create an Advisory Board for the Environmental Resource Program, which is in process. During and at the conclusion of every community-focused activity, input from community partners is sought on whether project goals were achieved, which aspects of the project were most successful, and which aspects could be improved.

The **Center for Health Promotion and Disease Prevention** (HPDP) has developed a survey with their Community Advisory Committee to assess the effectiveness of their partnerships. The survey is administered annually to their partners and is used to improve their relationships and work. The CDC's Prevention Research Centers program also evaluates each Center's community partnership and provides feedback for improvement purposes.

The above represent only a portion of ways we assess community perceptions of the effectiveness of our engagement efforts. On a more formal basis, the UNC-Chapel Hill **Board of Visitors** provides an ongoing mechanism for obtaining feedback from the broader community. The 160 members of that board represent a wide range of constituencies. Meeting twice a year as a group, a formal aspect of their charge is "to help keep the Board of Trustees and the Chancellor informed of the attitudes, opinions, concerns and expectations of the people of North Carolina with respect to the University of North Carolina at Chapel Hill."

Does the institution use the assessment data?

Yes  No

Carolina administrators, faculty, and staff use the information from the assessments described above as well as many others to inform existing efforts as well as provide insight into needs and future directions.

The final report of the Chancellor's Task Force on Engagement (to be completed in September) will include recommendations from each of the subcommittees. In the meantime, findings are already being used in substantive ways. The recommendations growing out of the Carolina Community Economic Summit are being used in two new efforts: a faculty working group on economic development and a faculty grants program supported by the Office of Economic and Business Development, the Carolina Center for Public Service, and the Vice Chancellor for Research and Economic Development. A second summit is planned for early 2007 when we will report back on progress.

The Engaged Institutions Work Group of the School of Public Health is in the process of using what is learned from the assessment process to develop a strategic plan for how the school can move forward in partnership with communities to address racial and ethnic health disparities.

The Chancellor uses information gained from the Carolina Connects Initiative for planning efforts as well as for increasing awareness of how the University is making a difference and how we are partnering with communities across the state.

The Tar Heel Bus Tour highlights efforts across the state and provides new faculty and administrators with an opportunity to hear from community constituencies. Importantly, the information is used by faculty to inform their teaching and research efforts. Results of a survey of faculty participants showed that more than one-third felt participation in the Tour had influenced their research, and 18% reported that it had a fundamental effect on the way they did research. Two examples of outcomes of the Tour are a service-learning course at the School of Government that places students in communities visited, and a small grants program opportunity for participants offered each year by the Carolina Center for Public Service. After visiting Peck Elementary School in Greensboro, the 2005 Bus Tour participants met with the principal and faculty to identify priority issues. As a result, they used the grant money to develop science education and tutoring programs for the school and held a series of grant writing work shops for teachers.

As noted above, the numerous boards and advisory groups provide feedback that informs existing programmatic efforts as well as future planning.

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

Yes  No

UNC-Chapel Hill promotes a link from the University's **main web page** ([www.unc.edu](http://www.unc.edu)) which goes to the Carolina Center for Public Service website ([www.unc.edu/cps](http://www.unc.edu/cps)). There, students, faculty, staff and community members can find information on service and engagement opportunities, including grants and fellowships; learn about on-going engagement efforts throughout campus and sign up for weekly messages (currently going out to more than 3700 subscribers) promoting opportunities for involvement through engaged scholarship and service.

The University's **Community website** (<http://www.unc.edu/community/>) provides additional information on our engagement with our local community. The mission of the website is stated as follows: "The University of North Carolina at Chapel Hill is committed to nurturing positive relationships with the local community. Our goal is to promote open communication and dialogue and foster understanding about the University, its mission and the needs and interests of our neighbors. We at the University take seriously our responsibility to be a good steward in our local community while also striving to serve the state and North Carolinians well."

The Office of New Student and Carolina Parents Program produces the **Parents' Handbook** once a year as well as a bi-annual publication, **Carolina Family**. The **Parents' Handbook** contains a section titled, "Student Life: Opportunities for Campus Involvement and Community Service," which gives detailed information to parents on the many different options students have for making

connections on campus and in the community including APPLES Service Learning, the Campus Y, the Carolina Leadership Development Program, and the Carolina Center for Public Service.

**Carolina Family** regularly highlights the impact of student involvement in the greater community. The spring 2006 publication dedicated two pages to the efforts of Carolina students in addressing the needs of hurricane survivors in the Gulf Coast in the wake of Hurricane Katrina.

**Endeavors**, a publication of the Office of the Vice Chancellor for Research and Economic Development at the University of North Carolina at Chapel Hill, “engages its readers in the intellectual life of the University of North Carolina at Chapel Hill by conveying the excitement of creativity, discovery, and the rigors and risks of the quest for new knowledge.” Published three times a year, this research magazine tells the stories of faculty, staff, and students working in all fields, including arts and humanities, social sciences, medicine, physical sciences and more. This award winning periodical not only features stories of engaged scholarship in every issue, it provides its readership, most of whom are community-based, with valuable information about a wide range of relevant research conducted at the University.

**Viewbook**, a publication of the Office of Admissions that goes out to high school seniors, highlights Carolina’s public service mission and the many opportunities students have to get engaged with the community as another reason why students choose to come to Carolina.

During athletic events, particularly football, radio broadcasts include Carolina Connects segments in which Chancellor James Moeser shares information about Carolina’s engagement in general as well as information about specific initiatives.

Carolina’s commitment to engagement is emphasized in the following materials as well:

- Visitors’ center brochures
- Commencement programs, which feature the Public Service Scholars Program
- The Chancellor’s **FYI** newsletter (<http://www.unc.edu/chan/fyi/fyi0506.html>), a publication going out in electronic or print version to 250,000 alumni, parents and friends 5 to 6 times each year.
- A 30-second tv ad broadcast during all televised football and men’s basketball games.

## B. Institutional Commitment

Required Documentation (Complete all 7 of the following)

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

Yes  No

Since coming to UNC-Chapel Hill, Chancellor James Moeser has promoted the concept of engagement as a fundamental priority, building on Carolina’s long tradition of service to the state and the 2002 Kellogg Commission Report on the Future of State and Land Grant Institutions, *Renewing the Covenant*. He has included engagement in each of his State of the University addresses as

well as other public speeches and interviews in an array of outlets.

([http://www.unc.edu/chan/speech\\_archive/index.html](http://www.unc.edu/chan/speech_archive/index.html)) For example, in an interview printed in the annual Tar Heel Blue football program, the Chancellor states, “The University serves the state every day in meaningful ways. The University has always played a major role in the life of North Carolina. What I have seen through ‘Carolina Connects’ is that we can and should continue to make a significant difference in people’s lives. We have a commitment to every region and all 100 counties. We are seeking out new ways to contribute the faculty’s expertise and our resources. ... Carolina is already an engaged university, but we know that we can do more.”

Other University administrators and Trustees do the same, including the members of our Board of Trustees. Former Chair Richard “Stick” Williams and current Chair Norman Schwab have both focused on the University’s commitment to engagement, including their comments at the 2005 and 2006 commencements.

Perhaps the most explicit evidence of the leadership commitment is in the University’s formal Academic Plan and the Chancellor’s Task Force on Engagement.

In a process overseen by former Provost Robert Shelton, the Board of Trustees approved a five-year **Academic Plan** in July of 2003 ([http://www.unc.edu/provost/news/aca\\_planOct03.pdf](http://www.unc.edu/provost/news/aca_planOct03.pdf)). The plan outlines six priorities with recommendations. Although all the priority areas have implications for engagement, there are two that speak specifically to the concept. Below are the priorities, with the two most relevant being Priority B and Priority E:

- Priority A: Provide the strongest possible academic experience for undergraduate, graduate and professional students.
- Priority B: Further integrate interdisciplinary research, teaching and public service.**
- Priority C: Improve faculty recruitment, retention and development.
- Priority D: Increase diversity among faculty, students and staff.
- Priority E: Enhance public engagement.**
- Priority F: Extend Carolina’s global presence, research and teaching.

Since the adoption of the plan, every school, center and unit on campus has been required to organize their annual budget reports and requests around the six priorities of the plan.

The priority of enhancing public engagement is particularly relevant to this application as it describes the commitment made to furthering the concept.

#### **Priority E. Enhance public engagement**

The University’s tradition and history of public service to North Carolina fulfills one of its core missions. Through the broader concept of engagement, the University transcends public service and links Carolina’s research and creativity to the felt needs of the state. Through engagement with individuals, communities, and business and industry, the University transforms lives far beyond Chapel Hill while enriching the education of students and the professional lives of faculty and staff. To lead public higher education in America, engagement must remain one of Carolina’s highest priorities. The University must demonstrate its beneficial impact, tangible and intangible, for the campus itself and the communities it serves in all 100 counties of North Carolina.

**Recommendations:**

**E1. Provide senior leadership in public engagement.**

**E2. Shift the focus from public service to public engagement.**

**E3. Build partnerships for engagement within and outside the University.**

Progress on the Academic Plan is reported annually to the Board of Trustees.

In 2005 the Chancellor announced the Chancellor’s **Task Force on Engagement** with North Carolina in his annual State of the University Address. The table below contains several relevant excerpts from that address.

**Premise:** The University of North Carolina at Chapel Hill is a public extensive research university whose mission is understood through its commitments to education, research and service. Our ability to realize our aspirations as a University depends upon balancing and strengthening these commitments while expanding our reach in the global community and deepening our connection with the State of North Carolina.

There are key needs of North Carolina that require a deepening of activities related to our commitment to engaged service. These needs are organized in the areas of education (broadly understood), health care and the economy. Making progress and improving the education and well-being of our population and the viability of our communities is vital to successful future of the State of North Carolina.

**Charge:** I am convening a select panel of University leaders—including the provost, the deans of arts and sciences, business, education, government and public health, the vice chancellors for medicine and research and economic development, the director of the Carolina Center for Public Service and the chair of the faculty—to recommend how we might most effectively mobilize the University’s resources. These challenges are urgent, and we must respond accordingly.

The recommendations should reflect an understanding of the work already underway, emphasize specific strategies to improve these efforts, respond to areas of unmet need and identify resources to assure a continuity of effort.

2. Does the institution have a coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes  No

The **Carolina Center for Public Service** (CCPS) is a pan-university center created in 1999 as a result of a recommendation of the Chancellor’s Intellectual Climate Task Force. Building on the work of the University’s Public Service Roundtable, the Center serves as a resource to faculty, students and staff supporting and promoting ways Carolina serves the state of North Carolina and beyond.

## Carolina Center for Public Service

### Mission Statement

The Carolina Center for Public Service engages and supports the faculty, students and staff of the University of North Carolina at Chapel Hill in meeting the needs of North Carolina. The Center strengthens the University's public service commitment by promoting scholarship and service that are responsive to the concerns of the state and contribute to the common good.

### Vision

The University of North Carolina at Chapel Hill is an institution known for its commitment to service and engagement with the state of North Carolina, and the Carolina Center for Public Service is integral to the increased effectiveness and awareness of the University's efforts in this regard. Faculty, students, and staff embrace a common understanding of and belief in the value of engaged scholarship (research, teaching and service) and consider the Center a fundamental resource for information, training, recognition, and support. The administration looks to the Center to develop and help actualize the vision of how the University identifies and responds to the concerns of the state. The Center represents the University in the national conversations around service and engagement, and Carolina is considered the leading public service university in the nation.

In addition to the Carolina Center for Public Service, there are several other entities providing campus-wide support to engagement. These include the **APPLES Service-learning Program** and the **Office of Economic and Business Development**.

**APPLES** (Assisting People in Planning Learning Experiences in Service) Service Learning is a student initiated, student-led, student-funded program engaging students, faculty and community agencies in service-learning partnerships. The goal of APPLES is to foster socially aware and civically involved students through participation in an enriched curriculum and hands-on experiences that address the needs of North Carolina communities. The focus of the program is on the connection made between service in the community and what students learn in an academic setting. More than 150 community organizations in the Triangle region partner with the APPLES program each year.

**The Office of Economic and Business Development** (OEBD) was launched April 1, 2004 and reflects the expanding efforts of the University of North Carolina at Chapel Hill to comprehensively address economic development issues facing North Carolina. The mission of the OEBD is to connect North Carolina communities and businesses to the unique economic development resources of UNC-Chapel Hill. The OEBD has a number of on-going projects in North Carolina communities including the UNC-Chapel Hill Working Group on Economic Development, Community Economic Development Competitive Grants Program and the Appalachian Colleges Community Economic Development Partnership.

3. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes  No

The University's total expenditures for 2004-05 were \$1.7 billion. Expenditures for public service function were \$83,004,683, 5% of the total expenses. This is a very conservative number as engaged research projects are classified as research expenses.

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

Yes  No

\$41,057,623 of the \$83,004,683 expended for public service was from external funding. Again, this does not account for research projects such as many of those described in the partnerships section of this document, which describe some representative Community-based Participatory Research Projects and other grant funded scholarship.

**Is there fundraising directed to community engagement?**

Yes  No

The Carolina First Campaign is the drive for \$2 billion in private gifts supporting Carolina's vision to become the nation's leading public university. The campaign began with a \$1.8 billion goal, but based on the response from alumni and friends, leaders raised the goal to \$2 billion. As of August 14, 2006, over \$1.8 billion dollars has been raised.

One of the stated priority areas of the Carolina First Campaign is "Strategic Initiatives." These initiatives are ones that "have proven their worth and are ready to move to the next level" as well as possible new efforts that "enrich our teaching and learning and improve the quality of life." The Carolina Center for Public Service is listed as an example of a strategic initiative in campaign literature and a number of programs promoting engagement come under this area. The goal for strategic initiatives is \$550 million.

Individual schools, centers and units have set their own specific goals, and a number of them have personnel dedicated to fundraising. Of the centers focused on outreach that report to the Provost's Office, the following have their own development directors: Ackland Art Museum, Carolina Environmental Program, Morehead Planetarium and Science Center, and the North Carolina Botanical Garden. In support of the remaining centers and institutes without such personnel, the Provost and University Development created a new position, Director of Development for Outreach Centers and Institutes. Timothy Minor, an experienced development officer, was appointed to the position, and he is working to support fundraising for engagement with the following centers and institutes: APPLES, Carolina Center for Public Service, Carolina Women's Center, Center for Developmental Science, Center for the Study of the American South, Institute for African-American Research, NC Health Careers Access Program, Sonja Haynes Stone Center for Black Culture and History, and the William and Ida Friday Center for Continuing Education.

**4. Are there systematic campus-wide assessment or recording mechanisms to evaluate and/or track institutional engagement in community?**

Yes  No

The Carolina Center for **Public Service Database** (<http://ccps.unc.edu/database/main.jsp>) is a centralized way for community members, students, faculty, staff and alumni to access information about the many ways the University of North Carolina at Chapel Hill serves the state of North Carolina and beyond through our three-part mission of teaching, research, and service. It is viewable by anyone and has many search features that make it easy to find outreach/engagement efforts by location, department/school or service area of interest. Currently there are 875 projects in the database, detailing efforts in all 100 counties of the state as well as some national and international efforts. The database provides detailed information on each project, including outcomes and results. The Carolina Center for Public Service Database is designed to provide North Carolina residents with information about UNC-Chapel Hill's service and engagement efforts in their own region and around the state. It represents one central way for the university to match the needs of citizens and communities with information about resources available in Chapel Hill.

In addition, the Database is designed to facilitate linkages among UNC students, faculty, staff, departments and schools performing service across the state; and to serve as a resource for the engagement of UNC-Chapel Hill in activities that address community needs throughout North Carolina and beyond.

The Database was formally premiered at the Board of Trustees meeting in May 2004. Since that time, the information has been used in a number of ways. The Chancellor's office has used it to plan some of the stops on the Carolina Connects tour and the Tar Heel Bus Tour. Information from the database has also been used by executive leadership to share with legislators and communities the many partnerships between Carolina and communities throughout the state.

The Carolina Center for Public Service continues to refine and develop the database as a more comprehensive accounting of engagement efforts. Importantly, during the past year, modifications were completed that will allow interface with research records, which will provide a way to capture all proposed and funded engaged research projects.

Unit-level public service and engagement efforts are also evaluated through the University's annual **Outcomes Assessment Process**, coordinated by the Office of the Provost. This is a systematic, campus-wide process in which all academic and administrative departments on campus articulate the intended outcomes of their work, develop plans for measuring these outcomes, analyze the results, and report how the assessment results were used for improvement purposes. Outcomes of engagement efforts are often referenced in departmental assessment plans and reports and comprise a large portion of the assessment reports of centers and institutes. Many of the professional schools and areas within the Division of Student Affairs have also articulated specific student learning outcomes related to engagement, and use the results to improve academic curricula and student services programming.

The University's annual Budget Planning Process is another centralized mechanism by which the major units on campus collect, evaluate, and report on the results of engagement efforts. As a part of the budget request documentation to be submitted to the Provost, units are required to describe and give examples of how their work addresses the six priorities of the Academic Plan, two of which focus on enhancement of public service and engagement. (See previous description of Academic Plan priorities.)

**Are course-level data used for improving courses?**

Yes  No

University policy requires that all courses be evaluated at least once a year. About two-thirds of courses are evaluated by students at the end of the term using a standard instrument that collects feedback on the quality of in-class and out-of-class learning activities. At least one open-ended item is included to encourage students to elaborate on their assessment of the course. The other third of courses offered at Carolina are evaluated using instruments designed by professional schools to cover specialized or discipline-specific course content. These results are shared with instructors, program coordinators and department chairs, who review them and use the feedback to identify specific improvements in the contents or delivery of the instruction.

In the fall of 2006, the University will pilot test the new online Carolina Course Evaluation System prior to full implementation in the spring of 2007. This system will enable instructors and departments to customize the items appearing on their course evaluation instruments. In addition, the Office of the Provost will be able to add items to all courses containing significant engagement components so that reports of activities and students' perceptions of their usefulness can be aggregated at the campus level as needed.

In addition to the data collected from student evaluations of courses, many professional schools survey or interview off-campus supervisors of students' service-related internships and projects. This feedback is used to identify how programs might better prepare students for participation in these activities and provide sufficient institutional support for these efforts.

**Does the institution use the data from any of the tracking mechanisms?**

Yes  No

Data from all of the tracking mechanisms described above are summarized and reviewed at least annually. These results are shared with the Board of Trustees, Faculty Council, and other entities through a variety of reports in an effort to track progress towards institutional goals. In addition, the data are used by individual programs for continuous improvement. For example, the data captured by the Carolina Center for Public Service Database are used to determine stops on the Carolina Connects and Tar Heel Bus tours as well as to respond to numerous internal and external inquiries regarding the engagement activities of the administration, faculty, staff, and students. Course instructors and department chairs use the feedback from course evaluations, on-site internships, and other assessments to improve the learning experience for students as well as to enhance service delivery.

**5. Is community engagement defined and planned for in the strategic plans of the institution?**

Yes  No

As described in an earlier section, UNC-Chapel Hill adopted an Academic Plan in July 2003, to serve as "an initial five-year roadmap to guide and shape future decision-making for the entire University, as well as at the school, college, center, institute, and individual unit levels." The six priorities

detailed in the plan include Priority B: “Further integrate interdisciplinary research, education, and public service” and Priority E: “Enhance public engagement.”

In defining what is meant by engagement, the Plan states:

By embracing public engagement, Carolina can sharpen and strengthen its service. The University should be responsive to community concerns and build strong and lasting community partnerships while integrating service more fully into its teaching and research missions. Working collaboratively and with coordination to achieve maximum efficiencies, the University should engage communities throughout the state by inviting them to share their needs and how the University might help and learn from them. ... The University should conduct partnered and participatory research and provide continuing and non-degree educational programs for North Carolina businesses, non-profits and governments in economic and community development, based on the needs defined by the leaders in those organizations. (pg. 28)

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

Yes  No

APPLES provides extensive support for faculty who teach service-learning courses or would like to develop such courses. Support includes consultation during course development and implementation; assistance in identifying community partners; provision of trained student facilitators; \$500 course enhancement grants; a two-day faculty development institute for faculty, staff, students, and community partners; discussion series and workshops held in collaboration with the Center for Teaching and Learning; a resource library, a faculty listserv, and a faculty BlackBoard site. Further, the Office of the Executive Vice Chancellor and Provost and the APPLES Service-Learning Program solicit proposals for service-learning course development grants. Faculty are encouraged to apply for one of five annual **Ueltschi Course Development Grants** which provide \$8,000 to develop or enhance a service-learning course that benefits the university and campus community.

New faculty members in the **School of Government** have a three member advisory committee of more senior faculty. One is a teaching mentor, who helps the faculty member develop adult education techniques. The committee helps the faculty member decide whether and how to meet needs of governmental clients they serve. New employees receive orientation to service mission and working with community clients.

7. Does community have a “voice” or role in institutional or departmental planning for community engagement?

Yes  No

Carolina values the voice of the community in determining the best ways to put our resources to work toward addressing the issues of the state. Schools, departments and centers employ the use of advisory boards to operationalize their missions and inform their programs. Virtually all those

advisory boards include community representation. Among the centers depending on community input are the **North Carolina Public Radio (WUNC)**, **Carolina Women’s Center**, the **Sonya Haynes Stone Center for Black Culture and History**, the **North Carolina Botanical Gardens**, the **Ackland Art Museum**, the **Carolina Environmental Program**, the **APPLES Service-Learning Program**, **Center for the Study of the American South**, the **William and Ida Friday Center for Continuing Education** and the **Carolina Center for Public Service**.

**The Jordan Institute** is an example of how a school includes the community voice in institutional planning. The Institute is the research, training and technical assistance arm of the **School of Social Work**. Addressing family issues across the lifespan, the Jordan Institute brings together experts—including families themselves—to develop and test policies and practices that strengthen families and engage communities.

### Optional Documentation (Select 2 of the following to complete)

NOTE: For Carnegie, we chose to answer 3 and 4, but want to underscore the importance of using Questions 1 and 2 for our own purposes in promoting engaged scholarship.

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes  **No** Describe

2. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

**Yes**  No

If yes, how does the institution categorize community engagement scholarship?  
(Service, Scholarship of Application, other)

If no, is there work in progress to revise the promotion and tenure guidelines to reward the scholarship of community engagement.

3. Do students have a “voice” or leadership role in community engagement?

**Yes**  No

Carolina has a strong tradition of student leadership in community engagement. The **Campus Y** is the oldest and largest student organization on campus. Since the Y’s founding more than 150 years ago, Campus Y students have led UNC efforts to address social justice issues and encourage volunteerism throughout the community and around the world. Seventeen active issue-based program committees and projects span a wide range of issues, including human rights, hunger, supporting immigrants and literacy. These committees and programs are completely student driven and student run.

The **APPLES Service Learning Program** began in 1990 when a student organized the Student Action Group (SAG) to promote the service-learning on campus. APPLES' goal is "to foster socially aware and civically involved students through participation in an enriched curriculum and hands-on experiences that address the needs of North Carolina communities." For the last 15 years, APPLES has remained a student-led organization, and students have voted on two occasions to increase the basic support of service-learning through the increase of student fees.

The Student Government Association has a standing **Public Service and Advocacy Committee**. Leaders of this committee oversee annual activities and coordinate service related activities and generate policies on behalf of the student body.

Many of Carolina's **First Year Seminars** (FYS) have an engagement focus. FYS has an all-student advisory board. The Student Advisory Board provides a student perspective to the FYS program. The board is composed of 20 to 25 students from all years, including freshmen currently enrolled in FYS seminars. A wide variety of majors are represented.

Student leadership in community engagement is not limited to undergraduates at UNC-Chapel Hill. Perhaps the most prominent example is the **Student Health Action Coalition (SHAC)**. Founded by UNC medical students in 1967, SHAC is the oldest student run free health clinic in the nation. Since its founding, SHAC has expanded to include students from all the health affairs schools and social work to provide free health and social services to local residents and their communities. SHAC is run by entirely by student volunteers from the UNC Schools of Social Work, Public Health, Physical Therapy, Pharmacy, Nursing, Medicine, and Dentistry. The students, under the supervision of UNC doctors and professors, combine their skills to hold weekly dental and health clinics, to care for home-bound elderly citizens, to create sustainable community health promotion programs, to build an annual Habitat for Humanity house, and to partner in activities with local health and social service organizations.

Examples of student-driven initiatives abound. The **UNC Dance Marathon**, organized solely by students, is one of the largest fund-raisers for the North Carolina Children's Hospital, and it is estimated that one in twelve Carolina students participates. Students raise funds and volunteer at the hospital throughout the year. In February, more than 1,000 spectators, volunteers, family members and hospital employees turn out to witness more than 600 student "dancers" from Carolina stay on their feet for 24 consecutive hours. In eight years, the UNC Dance Marathon has raised more than \$1 million for the Children's Hospital.

**Carolina for Kibera, Inc.** (CFK) was founded in 2001 by Carolina students in partnership with residents of the Kibera slum in Nairobi, Kenya. Named in 2005 as one of Time magazine's "Heroes of Global Health," CFK has an office and youth center in Kibera as well as support services at UNC. Addressing their mission of youth leadership, ethnic and gender cooperation and community development, they have established a youth sports program, girls' center, medical clinic and a waste management program.

#### 4. Is community engagement noted on student transcripts?

Yes  No

Students completing the requirements of the Public Service Scholars program receive remarks on their formal academic transcripts. The Carolina Center for Public Service implemented the **Public**

**Service Scholars Program** in January, 2004. This program provides a framework for students to complete service, facilitates connections with others who are interested in similar issues, provides training for more effective service, and recognizes students for their commitment to service by providing the remark on their official academic transcript. The program has graduated 55 students to date, and there are more than 850 presently enrolled. As of spring, 2006, students from 50 different majors, representing 75% of majors offered were enrolled in the program.

## **II. Categories of Community Engagement**

### **A. Curricular Engagement**

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

1. a. Does the institution have a definition and a process for identifying service learning (community-based learning) courses?

Yes  No

Courses requiring significant service (30 or more hours) and formal reflection are given a “Z” footnote in the Undergraduate Bulletin (the listing of available courses for each semester). Most of these classes are APPLES service-learning courses, and all meet the following criteria:

- Academic learning is the primary focus of the course; the service experience is integrated as a support to the academic focus.
- The course requires a minimum of 30 hours of academically relevant service that addresses an identified community need.
- The course includes a mechanism to introduce the purposes, goals and pedagogy of service-learning.
- The course incorporates structured opportunities for critical reflection on the service experience and its connection to course study.

- b. How many formal for credit courses (Service Learning, Community Based Learning, etc.) were offered in the most recent academic year?

During the 2005-2006 academic year **65** APPLES courses were offered. These are courses that are formally affiliated with the APPLES program. A number of service-learning and community-based learning opportunities are also offered outside the APPLES structure. Because a reliable centralized system has not existed to track the entire range of engagement-related courses offered by UNC-Chapel Hill, we will use the APPLES figures in this documentation to account for undergraduate service learning, with the understanding that this will be a major underrepresentation of service learning and community based learning courses.

Every professional school requires students to participate in for-credit practica and/or community based courses. The Area Health Education Centers (AHEC) program tracks the community placement of all health affairs students. In the last academic year AHEC placed 1,819 students in all 100 counties in North Carolina, and they performed a total of 365,828 hours of service while getting training and academic credit. As with the Health Affairs Schools, all students in the Schools of

Government, Social Work and School of Information and Library Science receive credit for community-based learning.

The following responses are based on APPLES Service Learning Courses alone:

**What percentage of total courses?**

APPLES courses represent .5% of the total courses offered.

**c. How many departments are represented by those courses?**

Twenty-four departments are represented in the APPLES courses.

**What percentage of total departments?**

There are 26% of UNC departments represented in the APPLES courses.

**d. How many faculty taught Service Learning or Community Based Learning courses in the most recent academic year?**

55 faculty teach APPLES Service Learning courses.

**What percentage of total faculty?**

Apples faculty represent 6.9% of the total Arts and Sciences faculty

**e. How many students participated in Service Learning or Community Based Learning courses in the most recent academic year?**

1073 undergraduates participated in APPLES Service Learning courses

**What percent of total number of students?**

During academic year 2005-2006, 6.4% of undergraduates took an APPLES service learning course. Projected over four years, more than one-quarter of Carolina undergraduates take an APPLES service learning course, and many more take other community-based learning courses. Professional students taking community-based courses or practica represent 34% of all graduate students. Both these figures are under representations, as many courses are offered outside of the APPLES structure and the professional schools.

**2. a. Are there institutional or departmental (disciplinary) learning outcomes for students' curricular engagement?**

Yes  No

At the departmental level, all programs must identify student learning outcomes and develop a schedule for measuring and reporting these results. This process is described in more detail in the response to Section 1, question #4. Nearly all professional programs reference student learning

outcomes related to public service and engagement. For example, one of the goals of the School of Law is to encourage students to engage in pro bono or other activities during their training in order to increase the number of graduates who enter public service-related careers.

In addition to the professional areas, other programs exist that have specific student learning outcomes related to engagement. Beginning in the fall of 2006, undergraduates in the College of Arts and Sciences will have the opportunity to complete a minor in social entrepreneurship in addition to a major in a traditional academic discipline. The student learning outcomes for this minor focus on the knowledge and skills needed to develop and sustain social enterprises, such as non-profit service organizations.

**b. Are those outcomes systematically assessed?**

Yes  No

All of the engagement-related student learning outcomes are systematically assessed through individual course evaluations, annual program-level assessments, and internal and external evaluations of special programs such as the Minor in Entrepreneurship. See response to Section 1, question #4 for more details.

**3. a. Is community engagement integrated into the following curricular activities?**

Student Research

The Office of Undergraduate Research includes a number of internships and opportunities for students to conduct community engaged research. These opportunities include fellowships supported by APPLES Service Learning Program and the Carolina Center for Public Service, FPG Child Development Center and the Smallwood Foundation.

Student Leadership

As noted earlier in this documentation, the Student Government Association has a Public Service and Advocacy Committee (PSAC) which “strives to increase student participation in public service both on campus and in the community by connecting students with volunteer opportunities and publicizing service events in the area. Furthermore, the committee aims to improve collaboration among service organizations in order to create unity in the public service sector on campus.”

For the last four years, PSAC, the Campus Y, Carolina Leadership Development, and the Carolina Center for Public Service have combined resources to hold an annual leadership and service conference. The STRETCH (STudents REaching Toward CHange) conference is a day and a half experience planned and run by students to promote leadership and community engagement.

Internships

There are a number of internship opportunities around community engagement. Below are some examples of those that are offered on an annual basis.

The Carolina Center for Public Service offers the **Robert E. Bryan Public Service Fellowships** and the **UNC Entrepreneurial Public Service (EPS) Fellowships**. Bryan Fellowships support

four to six students each summer to conduct innovative projects that address identifiable needs in North Carolina. Four EPS fellowships are given annually to develop and/or implement summer projects that employ innovative, sustainable approaches to complex social needs. All Bryan and EPS applications include a written description that incorporates a plan for continuation and sustainability beyond the initial investment of the fellowship, and a recommendation from a faculty mentor. Each project must include a community partner as a collaborator.

APPLES offers **summer and spring internships** and **Social Entrepreneur Fellowships**. Students intern at more than 20 nonprofit and governmental agencies, earning a stipend and three hours of academic course credit as well as individualized academic instruction from a faculty member. Social Entrepreneur Fellowships are awarded to undergraduates to create sustainable community-based service projects. Up to five Fellowships are awarded each year.

### Studies Abroad

UNC Study Abroad, the International Partnership for Service-Learning and the Center for Global Education at Augsburg College, are partnering with the APPLES Service-learning Program to provide opportunities for undergraduate students to study and engage in service-learning experiences in a variety of international locations. These programs are intentionally designed to integrate rigorous academic work with meaningful community-based service. The focus is placed on making connections between global experiences and serving immigrant populations specific to communities in North Carolina.

#### b. Has community engagement been integrated with curriculum on an institution-wide level?

Yes  No      If yes, indicate where the integration exists.

#### Core Courses

The revised undergraduate curriculum, effective fall 2006, includes a requirement to connect the foundations (composition and rhetoric, quantitative reasoning, foreign language, lifetime fitness) and approaches (physical and life sciences, social and behavioral sciences, humanities and fine arts) in ways that eliminate traditional boundaries and allow unrestricted movement from the campus community into other ones - local, regional, national, and international. This revised curriculum is intended to help undergraduates understand that what they learn in a specific course is not knowledge in isolation but part of a larger construct. As part of the core curriculum requirements, every Carolina student must now complete at least one experiential requirement.

The opening of the office of Experiential Education has been timed to coincide with the implementation of the "Making Connections" General Education curriculum with its new Experiential Education graduation requirement. The office seeks to create, promote, expand, and publicize the experiential learning available to Carolina's undergraduates.

#### Graduate Studies

As noted, virtually every professional school requires students to complete community practica and/or take community-based courses. For instance, in the School of Public Health, all masters'

students in Health Behavior and Health Education are required to take “**Action-oriented Community Diagnosis.**” Using concepts and methods from anthropology and epidemiology, this powerful service-learning course teaches students to conduct community-based research. Over the last 25 years, more than 1000 students have worked with 262 communities. For example, last year students on one team, ¡Accion Latina!, interviewed community members and formulated an action plan for addressing identified problems with health, education, employment, and transportation. AOCD projects like ¡Accion Latina! promote sustainability by giving valuable information to community members who can then develop informed plans.

In addition, the Graduate School’s **Impact Awards** are open to any graduate student. As described earlier, these awards recognize and encourage graduate students to conduct engaged research, addressing needs of the state.

### ☒ First Year Sequence

Thirty-one departments offer approximately 71 courses each semester for first year students through the **First Year Seminar Program**. These courses provide students with experiential learning opportunities not generally found in core curriculum courses. Many of the courses are offered in collaboration with the APPLS Service Learning program. Below are two examples of the classes offered:

#### **Carolina Environmental Program: Balancing the Environment: Science, Human Values, and Policy in North Carolina**

Students develop a model for making decisions in the state that balance the many goals of life. The class is divided into teams of four-to-five students each to analyze an environmental problem in North Carolina from the perspective of one of the major “players” in the state. Students travel to the Department of Environment and Natural Resources, the legislature, the NC office of Environmental Defense, Research Triangle Institute, the Environmental Protection Agency, and many others to conduct their research. They debate the policy that should be adopted in North Carolina for an environmental problem chosen by the class, with a team of judges from the organizations visited.

#### **PLCY 060 [006E]: The Business of North Carolina: Social & Behavioral Science**

This course is intended as an overview of the many issues involved in "making business work" to create jobs, income, and wealth. The primary focus is on businesses since they are the basic building blocks of economic development. But the course places business in a geographic context, under the assumption that "place matters." The course uses North Carolina as a convenient laboratory, but the lessons should be more broadly applicable. The course is designed to be interdisciplinary, drawing on concepts from economics, political science, sociology, planning, geography, and industrial and organizational theory. It is also meant to be experiential: students will do a considerable amount of fieldwork as a way to understand more about businesses and the communities in which they operate.

### ☒ Capstone

A number of departments and programs require Capstone projects that incorporate engaged scholarship. Two examples are the **Master of Public Administration** program and the **Carolina Environmental Program**. All students are required to complete a capstone project that draws on

the cumulative lessons of their experience. Each project focuses on an issue or practical problem. Often students choose their topics based on their summer professional work experience or research assistantships out in the community. Capstone projects must address practical issues and must do so in a rigorous fashion.

In the Majors

Other

4. Are there examples of faculty scholarship associated with their **curricular** engagement achievements (Action Research Studies, Conference Presentations, Pedagogy Workshops, Journal Publications, etc.)

Yes  No

Faculty incorporating engagement and community based learning into the courses they teach often incorporate that work into their own scholarship. A few examples follow:

The Carolina Environmental Program (CEP) Environmental Policy Paper: Sustainable Energy, Environment and Economic Development: A New Carolina Research and Action Initiative (<http://www.cep.unc.edu/PDF/CEPwhitepaper.10.24.05.pdf>) (action white paper); CEP Summer Program in International Energy Assessment and Environmental Policy ([http://www.cep.unc.edu/PDF/Cambridge\\_brochure.pdf](http://www.cep.unc.edu/PDF/Cambridge_brochure.pdf) and [http://cf.unc.edu/cep/level\\_2/field\\_site\\_detail.cfm?SITE\\_ID=5](http://cf.unc.edu/cep/level_2/field_site_detail.cfm?SITE_ID=5)) (undergraduate for-credit summer field site)

Dr. Margot Stein of the UNC School of Dentistry gave a two-day workshop for the School of Dentistry at the University of Puerto Rico in June 2005. The workshop's focus was service-learning and cross-cultural communication.

Dr. Nancy Dickinson, Director of the Jordan Institute at the UNC School of Social Work, collaborated with faculty and community practitioner colleagues to produce the "Interdependent Living Curriculum," a training curriculum for child welfare practitioners working with youth transitioning out of foster care.

Presentations of participating APPLE faculty include the following:

Bender, D.; Brice, A.; and Huq, Jenny (2004) Connections: Global + Local Service-Learning, a paper presented at the International Partnership for Service Learning Biannual Conference.

Huq, J; and Bender, D. (2005) Crossing Cultures: Student preparation for global service-learning and the return, presented at the IUPUI Service Learning Workshop.

Two examples of articles resulting from curricular activities are:

Whitaker, G. and M. Berner, (2004) "Learning through Action: How MPA Public Service Team Projects Help Students Learn Research and Management Skills." Journal of Public Affairs Education, vol. 10

Dougall, E. & Boynton, L. (2004) The Showcase as a learning strategy, *The Successful Professor*, 4(3): pp. 4-6.

## B. Outreach and Partnerships

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

### 1. Indicate which programs are developed for community

learning centers (examples)

**The Morehead Planetarium and Science Center** has a wide range of learning programs for the community. These include:

- DESTINY Traveling Science Laboratory
- Star Theater Shows
- Midday Science public lectures
- Speaking of Science public lectures
- Classes for adults
- Classes and workshops for children
- Astronomical skywatching sessions
- Girl Scout badge workshops
- Summer camps

**The North Carolina Botanical Garden** is open to the public daily for recreation and learning and also provides workshops, classes, guided tours and hikes, including programs for school children that are correlated with the NC Standard Course of Study. The Visiting Plants Program provides native plants to elementary schools for classroom study.

**The Ackland Art Museum** also is open to the public and provides programs for school children both at the museum and in the classroom. Guided tours are available for community groups as well. The Five Faiths Project introduces, with original works of art from the Ackland's multicultural permanent collection, the beliefs and practices of Buddhism, Christianity, Hinduism, Islam and Judaism, religious traditions that have a strong presence in North Carolina and generally in American society today.

**The Sonja Haynes Stone Center for Black History and Culture** provides lecture series, film festivals, and reading circles for the public.

**The Center for the Study of the American South** offers a Leadership Seminar for Southern Legislators and a Carolina Seminar on School Improvement as well as speaker series, conferences, and performances that are open to the public.

## tutoring

**Student Coalition for Action in Literacy Education (SCALE)** was founded in the fall of 1989 by two Carolina students who were motivated to address literacy issues in the state and around the country. They founded this national organization to support literacy programs and to provide a network for leaders in the field. The mission of SCALE is to mobilize and support college students and campus-based programs to address literacy needs. Through a dynamic partnership between campus and community, SCALE develops leaders who are agents of social change. In these programs, college students serve as literacy tutors or teachers in their community. They work with all types of program models, including **America Reads, Adult Basic Education, Youth Literacy and Mentoring, English for Speakers of Other Languages, Family Literacy, GED Preparation and Workplace Literacy.**

**The Sonja Haynes Stone Center for Black History and Culture** has the **Communiversy Youth Programs** providing after-school enrichment activities managed and run by UNC-Chapel Hill student volunteers. It offers homework assistance, computer literacy, literacy and other programs to K-12 students from the Chapel Hill-Carrboro and Chatham County school systems. The Center's lecture series, film festivals, and reading circles are open to the public.

The **America Reads Program** sparks collaborations among educators, parents, librarians, business people, senior citizens, college students, and community and religious groups. Through active supervision and ongoing training, UNC students provide tutoring services to six local schools. Begun in 1997, the America Reads Program at UNC-Chapel Hill strives to:

- Increase the reading levels of local children from pre-k to fifth grade,
- Increase university students' involvement in the community, and
- Strengthen the partnership between the university and the community.

**MANO** ("Mujeres Avanzando hacia Nuevas Oportunidades" or in English "Women working toward new opportunities"), an officially recognized student organization at UNC, addresses English as a Second Language (ESL) and other pressing needs of non-native, primarily Spanish-speaking women in the Chapel Hill/Carrboro area. This program provides university students the opportunity to serve the specific needs of this community. The objectives of MANO are to:

- Teach English skills based on the individual needs of each participant
- Provide childcare, tutoring, and mentoring for the participants' children during the classes
- Serve as a valuable resource for the well-being of these families and their integration into the Chapel Hill/Carrboro community

To fulfill these goals and objectives, year-round classes are held two times a week. Volunteers include undergraduate and graduate students at UNC as well as a few community members. An executive committee heads the program with frequent input from volunteers and participants.

**The Durham Scholars Program** is directed by Dr. James Johnson, professor of geography and director of the Urban Investment Strategies Center at the **Frank Hawkins Kenan Institute of Private Enterprise**. Established by Dr. Johnson in 1993, the foundation of this program is an after-school college preparatory academy where students work on improving both academic and social skills. Thirty sixth-grade students are chosen each year from Durham neighborhoods where the poverty rate exceeds 40 percent. With the help of teachers and volunteer mentors, students do

homework, publish a weekly newsletter, and take part in volunteer activities. Consistent with the theory of social capital, the program gets parents involved in a parallel set of educational programs, including nutrition workshops, consumer-credit counseling, and conflict-resolution guidance. Parents also visit their children's school once a month. The second part of the program is designed to help eleventh and twelfth graders prepare for college. Eight need-based college scholarships are offered to Durham-area high school graduates on a competitive basis. Recipients also participate in workshops and volunteer activities, including mentoring younger students in the after-school program. As students in the after-school program reach eleventh grade, they become eligible for the college scholarships. The initiative, set to take place over a period of twenty years, will impact nearly 250 students.

extension programs

**The William and Ida Friday Center for Continuing Education** offers a wide range of educational programs and services that substantially broaden the population of persons throughout the state that the University is able to serve. The Friday Center's programs and services fall into three main categories: a conference center for educational functions conducted by University departments and other organizations, **noncredit educational activities** for professional development and personal enrichment, and a range of flexible learning opportunities for part-time students to earn academic credit. The Friday Center also administers an inmate education program, providing on-site study and correspondence instruction to incarcerated learners throughout North Carolina.

In fiscal year 05-06 the Friday Center for Continuing education offered 2,284 courses and events to 45,708 North Carolina residents representing 58 of North Carolina's counties, 3,986 individuals from 19 other states and 1,226 individuals from 5 other countries. In this fiscal year the Friday Center served a total of 100,734 individuals.

**The School of Social Work** operates four distance education programs across the state. The host in western North Carolina is UNC Asheville. The Triangle distance education program is located at North Carolina Central University in Durham, N.C. In the Triad, the Forsyth County Department of Social Services hosts the Winston-Salem Distance Education Advanced Standing Program for BSW students and the traditional 3-year Distance Education Program. The distance education programs recruit students who are employed in human services, are second career students, are parents returning to the work force, or are unable to engage in full-time study.

non-credit courses

Last year **The William and Ida Friday Center for Continuing Education** offered 35 non-credit courses which served 2,938 adult learners. A highlight of this year was the development of a variety of stimulating programs in the area of professional development and personal enrichment, with particular emphasis on the *Community Classroom Series* and on *What's the Big Idea?*, a program designed to present significant University research findings and public policy discussions to the general public.

The **North Carolina Botanical Garden** offers certificate programs in botanical illustration and native plant studies and also provides classes and workshops in gardening, botany, ecology, and botanical illustration.

## evaluation support

A number of professional programs on campus offer the services of faculty and/or students to provide evaluation support to community agencies and organizations. Examples include the master's programs in Public Policy and City and Regional Planning. Advanced students work with a faculty member to provide advice, consultation, and direct evaluation support for specific projects at the request of local government agencies. Many of the research outreach efforts described elsewhere in this document result in data or reports that enable local agencies to evaluate their services or the impact of an intervention. Two more specific examples are below:

**The NC Benchmarking Project** at the School of Government sets benchmarks for local government services, so that governments can have comparative basis for assessing service delivery and costs. This evaluation helps towns analyze service delivery, become more efficient, and make informed budget cuts if needed.

**Partnerships for Inclusion (PFI)** of the FPG Child Development Institute provides training and evaluation consultation to support the inclusion of young children with disabilities, ages birth through five, in all aspects of community life. Staff have helped local communities plan, conduct, and evaluate 110 forums on early childhood inclusion and transitions from hospital to home, home to infant/toddler services, infant/toddler services to preschool services, and/or preschool services to kindergarten. At least 6,125 participants attended these forums. In addition, PFI provides TA & training to multiple child care programs and staff across the state through offices in the western, central, and eastern regions of North Carolina as well as the central office at UNC-Chapel Hill.

One of the many evaluation efforts at the Jordan Institute is **Assessing Performance in Work First**. School of Social Work faculty have partnered with the state since 1995 to provide this important service. Detailed reports and papers provide important information at the state and local levels for practitioners, and the web site includes assistance in interpreting the data.

## training programs

**The North Carolina AHEC** (Area Health Education Centers) offers a variety of continuing education (CE) programs and technical assistance services to practicing health professionals and agencies in the state. AHEC is expanding access to its CE programs through distance learning and other instructional technology. In 2003-2004 (the most recent data available) 169,981 practicing health professionals attended CE programs in such fields as dentistry, nursing, medicine, pharmacy and public health. AHEC also offers Off-Campus Degree Programs which allow practicing health professionals throughout the state to obtain higher education degrees. Since 1982, approximately 1,350 health professionals have earned baccalaureate and master's degree programs in nursing, public health, and social work. Certificate programs in nursing, dentistry, and pharmacy allow health professionals to acquire knowledge and skills to develop new professional roles to improve the collaboration and continuity of health care delivery.

The **North Carolina Health Careers Access Program** provides programs and information for minority and disadvantaged high school and college students who aspire to enter the health professions. The Science Enrichment Preparation Program offers academic courses that prepare students to become competitive applicants to health professions schools. Other programs, workshops, speaker series and informational newsletters are provided to inform students about

potential careers in the health professions and better prepare them for admission to training programs.

**FPG Child Development Institute (FPG)** is a multidisciplinary institute and one of the nation's oldest multidisciplinary institutes for the study of young children and their families. The institute's mission is to cultivate and share the knowledge necessary to enhance child development and family well-being. Through a variety of grants and contracts, FPG conducts research and provides outreach services. Most of the institute's work addresses young children ages birth to 8 years. FPG has a special focus on children who experience biological or environmental factors that challenge early development and learning.

FPG has a long-standing commitment to outreach. The Institute places a high value on building partnerships and coalitions that enhance communications with the public. The variety and number of projects at FPG (56 current projects, 200 completed since 1997) means that the Institute's knowledge about children and families is extensive - from policies affecting newborn screening to policies affecting academically gifted children and from outreach programs in the Latino community to research projects focused on developmental disabilities. FPG seeks opportunities to share our work in real-world settings.

Housed at the School of Government, the **Community Development Academy** provides training for local governments in community development and delivers one six-day program annually. The mission of the academy is to help develop scholarship on community economic development. The training provides knowledge about the law of community development and helps local government officials get certification to administer federal grants and participate in community development programs.

The School of Social Work provides extensive training and technical assistance through the Jordan Institute. Community partners can access a list of programs in their area through an interactive map on the School's website. These projects provide technical assistance, training, and information to help families become healthy and stable.

professional development centers

**The William and Ida Friday Center for Continuing Education and FPG Child Development Center** (see above for descriptions)

**The School of Government** is a leader in teaching, advising, and consulting for local and state government officials in North Carolina. A focal point of the School's work is planning, administering, and teaching in continuing education courses for the state's government officials. A listing of available courses can be found at: <http://www.sog.unc.edu/calendar/index.html>.

The **North Carolina Institute for Public Health (NCIPH)** is the service and outreach arm of the School of Public Health. Its mission is "to bring the public health scholarship and practice communities together to inform and stimulate scholars and to empower practitioners for the common purpose of improving the public's health and human well-being." In service of this mission, the Institute offers a number of programs to health care practitioners across the state and beyond. Below are just a few of these programs:

**Management Academy for Public Health (MAPH)** is a ten-month, intensive executive education program combining traditional, classroom learning and web-based courses. The academy uses a project-based approach and trains teams of public health managers and their community partners. Teams develop comprehensive, practical business plans to actively implement in their own organizations.

**Southeast Public Health Leadership Institute (SEPHLI)** is a year-long program targeting mid- to senior-level, experienced public health professionals and community leaders in North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. Its goal is to address and meet the challenges articulated by the 1988 Institute of Medicine report on "The Future of Public Health," calling for leadership effectiveness, in turn improving workforce training.

**National Public Health Leadership Institute (NPHLI)** focuses on strengthening the leadership competencies of senior-level decision-makers who lead major, public or private health organizations working to improve population health. Nationally-recognized expert faculty and dedicated staff with extensive experience engage leaders in teams from around the U.S. in individual and organization change efforts. The institute strives to assure that officials efficiently and effectively respond to challenges in the twenty-first century.

**Emerging Leaders in Public Health** Prepares the next generation of committed, minority public health leaders to manage and lead in times of uncertainty and crisis. With the theme, "Managing through Turbulent Times," the program targets African American, Latino and Native American communities. It identifies and trains individuals with the talent to serve in significant leadership capacities during the next decade.

other

Carolina is involved in a vast array of partnerships that cannot be easily categorized. For example, the Office of Economic and Business Development worked with the Appalachian College Association to establish the Appalachian Colleges Community Economic Development Partnership. This Partnership will provide training, technical assistance and targeted funding to create customized campus-community partnerships for community and economic development in Central Appalachia. Initially funded with a grant from the Jessie Ball DuPont Fund, the program will create new economic development capacities in distressed communities.

Another example is the Carolina Living and Learning Center, an integrated vocational and residential program for adults with autism. The Center is part of the Treatment and Education of Autistic and Related Communication Children with Handicaps (TEACCH) program, which serves as an international model of service, teaching and research.

## 2. Which institutional resources are shared with community?

\_\_\_\_\_co-curricular student service

cultural offerings

**Memorial Hall** is a center for the performing arts and special events on the campus of UNC-Chapel Hill. Each year, the venue hosts varied dance, drama and musical performances; speeches by

social activists, writers and others; and ceremonies such as University Day. All are open to the public.

The **Ackland Art Museum** provides free admission and is open to the public Wednesday through Sunday. It houses an extensive permanent collection of over 15,000 objects that includes the art of Asia, Africa, Europe and America, with works ranging from ancient times to the 21st century. The Museum holds the most significant collection of Asian art in the state and one of the largest collections of works on paper in the Southeast. Long known for its strength in European painting and sculpture, the Ackland has more recently added additional emphasis to the building of its collection of twentieth-century and contemporary art.

**PlayMakers Theater** hosts student drama productions, lectures, and concerts and events sponsored by academic departments, which are open to the public. Housing the Playmakers Repertory Company, the purpose is to provide a top-quality public arena for the professional implementation of the philosophy and aesthetics explored in the Department of Dramatic Arts. Through the collaboration of guest artists, resident professionals, students and audiences, the theatrical event and the methods used for its realization in contemporary performance are examined.

A unique cultural offering available to the public is the School of Information and Library Science's **folkstreams.net**. This innovative video-streaming Web site contains hard-to-find documentary films about American folk culture. This national archive contains some of the most significant and artistic documentaries of the 20<sup>th</sup> century.

#### athletic offerings

All **non-varsity sport games** are free to the public to attend.

**Sports camps** are hosted on campus, using campus facilities such as fields, courts, dining halls and residence halls each summer.

Begun in 2004, **Carolina Dreams** is a community-service program that pairs Carolina student-athletes with patients of the Children's Hospital. The athletes take these children to sporting events on the University campus.

#### library services

All of the libraries and collections (19 in all) on the UNC-Chapel Hill campus are open to the general public. In FY 2005-06, the UNC libraries made 109,144 loans directly to borrowers not affiliated with the University. This represents 18% of the libraries' total circulation. In FY 2005-06, the UNC libraries made 56,834 loans through the interlibrary loan system. Of this total, the **University Library** provided 32,330 loans, of which 50% went to borrowers in North Carolina and 50% to borrowers outside North Carolina.

The UNC-Chapel Hill Library is also a regional depository for federal government documents. In addition to its commitment to receive and maintain all publications of the federal government, the library purchases commercial indexes and related information to support use of federal documents. UNC's documents librarian makes approximately 10 consultative site visits each year to North Carolina's 32 selective depositories. UNC's documents staff is on call for those depositories throughout the year.

The University Library's **Friends of the Library** sponsored 12 events in 2005-06, reaching an approximate total audience of 2,000 people. Friends' events included the openings of exhibits in the library, special speakers, a film festival based on library holdings, and a lecture by author Taylor Branch to mark the opening of the Taylor Branch Papers in the library's Southern Historical Collection.

**Area Health Education Centers (AHEC) Libraries:** North Carolina is divided into nine AHEC regions, covering all the counties of NC, with an AHEC center in each region. Each AHEC center includes library and information services oriented towards the regional health professionals. The library services support the various formal and informal educational activities of area health professionals and students. AHEC also has a digital library described in the following section.

### technology

The **AHEC Digital Library (ADL)** is completing its third year of operation and has accomplished the major goals of identified in the original proposal. A core set of electronic health care resources are provided to more than 2,000 health care professionals in clinical practice throughout the state. These health care professionals who provide primary care clinical services in hospitals and practices are unaffiliated with university medical centers and had little access to these resources before the AHEC Digital Library. In addition, access to the resources of their affiliated universities has been secured through the AHEC Digital Library for 8,000 community-based faculty, medical residents and preceptors.

The UNC School of Information and Library Science has an array of projects and activities that connect technology and community. These include **ibiblio.org**, one of the largest collections of freely available information on the Internet, a pioneer in the open source, open content, open access movement, it hosts a diverse and expansive collections of more than 1,500 projects and averages more than 12 million requests for information a day. The **Open Content Alliance** is building a permanent archive of digital materials that will be available for free to researchers, scholars, and the general public.

Founded in 2004, the **Renaissance Computing Institute (RENCI)** is a major collaborative venture of the University of North Carolina at Chapel Hill, Duke University, North Carolina State University, and the state of North Carolina. It combines the strengths of state initiatives and three world-class universities with the social, business and research opportunities of the Research Triangle and the state of North Carolina.

RENCI Fulfills Its Mission Through A Wide Range of Multidisciplinary Projects:

- Collaborative projects to enable science include developing tools, infrastructure and portal interfaces for biology, genetics and proteomics researchers, creating tools for the coordinated observation and prediction of the impacts of hurricanes and related issues, and providing expertise for efforts to create an interconnected cyberenvironment for mesoscale atmospheric research.
- RENCI is committed to working with policy makers and first responders on accurate, real-time modeling of disaster scenarios in order to develop disaster response plans that protect lives, homes and businesses.

- Outreach and education projects involve minority serving institutions, community colleges and community groups not only in using new technologies but in developing technologies to fit their needs.
- Collaborations with technology companies and the business sector ensure that RENCI resources and information infrastructure in general are used to attract new businesses to North Carolina and boost the competitive advantage of existing industries.

The mission of the **DESTINY Traveling Science Bus** is to “promote equity of access to quality science learning opportunities in order to increase interest, ensure understanding, and demonstrate the relevance of science to all students' lives. Through the creation and delivery of innovative approaches, DESTINY seeks to empower teachers, schools, and communities to transform science learning environments.” Since hitting the road in 2000, the DESTINY program has provided hands-on learning experiences for students and innovative professional development opportunities for teachers throughout North Carolina. Now, educators nationwide and beyond may visit the Bio-Rad Web site, [www.explorer.bio-rad.com](http://www.explorer.bio-rad.com), and download full versions of two of DESTINY's curriculum modules: "Weigh to Go!" and "BioBusiness."

**LEARN North Carolina** expanded training across the state through a new mobile laboratory created with equipment supplied by IBM Corp. IBM donated 10 laptop computers and wireless network cards that enable LEARN North Carolina staff to take technology and instructional training directly to any Tar Heel School. Staff began using the new IBM equipment December 3, 2001, with 15 teachers in Granville County representing several different schools. Teachers using the new lab learn Lotus Learning Space courseware, enabling them to develop and deliver online courses. LEARN NC purchased a statewide license for the courseware in 2004. Previously, such training required extensive computer network bandwidth capacity and was limited to sessions at schools and in school district central offices. Now, it can be delivered electronically anywhere.

**faculty consultation**

Virtually every school provides faculty consultation, with examples ranging from very short term to on-going. For example, several faculty visited Ohio University for consultation regarding their new Office of Outreach. On a more on-going basis, FPG and social work faculty are involved in several long term consultations with state government programs. Carolina's School of Government was established for the purpose of providing faculty consultation to state and local government officials. The School of Government provides communities and local governments with access to their faculty who have expertise in many content areas. For a listing of SOG faculty and their areas of expertise, visit this site: <http://www.sog.unc.edu/programs/index.html>

The Carolina Speakers Bureau conducts approximately 100 Speaker events per year. Each event is attended by 25-30 people, at the minimum, which means Carolina Speakers reach an audience of 2500-3000 North Carolinas. In 2005-2006 the Carolina Speakers Bureau served 19 North Carolina counties. Around 100 faculty members are registered speakers with the Bureau.

3. Using the grid below, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 20 partnerships) See accompanying grid for descriptions of representative partnerships.

4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

Yes  No

The University and various departments work to assure that community partnerships are developed and maintained with attention to reciprocity. There are numerous examples of how this is accomplished. For example, community advisory boards may help define research agendas and then assist in implementation of the research and interpretation of the results, such as in the partnership the **Center for Health Promotion and Disease Prevention** has had in Sampson County for more than 13 years. In some instances, UNC units contract with community partners to deliver services, as exemplified by such programs as the **North Carolina Family Support Network (FSN)**, housed in the School of Medicine. More than 20 years ago, FSN began establishing partnerships across the state for families of children with special needs, providing technical assistance and funding to local programs. Importantly, those 20 local programs, while affiliated with FSN, have remained community-based and administered and represent a wide range of models.

b. Are there mechanisms to systematically provide feedback and assessment to community partners?

Yes  No

Just as the kinds of community partnerships vary, the mechanisms to share feedback and assessment do as well. For example, during the University's monthly "**Community-based Participatory Research Seminars**" community partners meet with faculty and students to discuss specific projects and findings of a range of projects. This series provides a bridge for scholars, students, faculty, staff, and fellows to connect with researchers who are committed to involving community members, as stakeholders, in the research process.

For projects like the **More at Four Evaluation** conducted by FPG Child Development Institute, faculty and senior scientists work closely with their partners at the state and local level in sharing the data from assessments and how it can help inform programmatic issues.

The School of Government houses the **North Carolina Local Government Warehouse**. The purpose of this online site is to make available to public officials throughout North Carolina examples of documents that have been developed by North Carolina local governments for their own use.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (Technical Reports, Curriculum, Research Reports, Policy Developments, Journal Publications, etc.)

Yes  No

Below are a few examples of faculty scholarship that has resulted from partnership activities:

In the School of Journalism and Mass Communication, the **Community Media Project** conducts the Carolina Community Journalism Summer Road Show which offers free workshops conducted by faculty and designed to improve the quality of local community journalism. To date 107 of the

189 communities with local newspapers have benefited from these workshops and more stops are planned in the future. The project will continue until all 189 communities have been served.

The School of Public Health (SPH) has presented the **BEAUTY Health Project** (Bringing Education and Understanding to You), a four-year study to assess the effectiveness of using beauty salons to share information about preventing cancer, at the National Cancer Institute (April, 2005); and to the national office staff of the American Cancer Society (March, 2005). They have also done six presentations at the American Public Health Association (APHA) (Nov, 2005); two presentations at the Society of Behavioral Medicine (including a Citation Award presentation that summarized our recruitment results); and to the Eliminating Cancer Disparities national conference in Atlanta (2005). In November, 2006 SPH will conduct a pre-conference workshop on Community-Based Participatory Research that showcases the BEAUTY Project at the American Preventive Oncology Society annual meeting in Austin. Project coordinators have already published four papers; have two in press and have six others in various states of preparation for publication.

A special issue of the Journal of Public Health Management was dedicated to the activities and results of the **North Carolina Institute of Public Health's (NCIPH) Management Academy in Public Health (MAPH)**. Other activities include conducting business planning workshops at NACCHO and U. of Minnesota and Arkansas, presentation and papers at APHA, and articles published in the American Journal of Public Health and Public Health Reports. NCIPH also made presentations at APHA and NCPHA conferences on the NC Public Health Incubator Collaboratives. A special issue of the Journal of Public Health Management was dedicated to the activities and results of the NCIPH Management Academy in Public Health (MAPH). Other scholarly activities of MAPH include conducting business planning workshops at NACCHO and U. of Minnesota and Arkansas, presentation and papers at APHA, and articles published in the American Journal of Public Health and Public Health Reports.

The **Center for Health Promotion and Disease Prevention** has given multiple presentations, often with community partners, at APHA, CDC Chronic Disease conference, CDC Health Promotion Conference and Society of Behavioral Medicine conference. Publications include The School of Public Health (SPH) was invited to present the BEAUTY Project (overview, baseline results) at the National Cancer Institute (April, 2005); and to the national office staff of the American Cancer Society (March, 2005). SPH has also done six presentations at the American Public Health Association (APHA) (Nov, 2005); two presentations at the Society of Behavioral Medicine (including a Citation Award presentation that summarized our recruitment results); and, and to the Eliminating Cancer Disparities national conference in Atlanta (2005). In November, 2006 SPH will conduct a pre-conference workshop on Community-Based Participatory Research that showcases the BEAUTY Project at the American Preventive Oncology Society annual meeting in Austin. SPH has already published four papers; have two in press and have six others in various states of preparation for publication.

The **School of Government** publishes books, manuals, monographs, and research reports for North Carolina public officials and other citizens. The School also publishes two magazines, seventeen law bulletins, and a daily bulletin of legislative actions during sessions of the North Carolina General Assembly. All of these materials provide critical information for state and local officials, state legislators, judges, district attorneys, private attorneys, and others interested in North Carolina local government. The School's online Publications Catalog provides a complete listing of all titles written and produced by the School and is updated daily. It can be found at: <http://www.sogpubs.unc.edu/>

Examples of publications resulting from engaged scholarship include:

Frasier, P.W; Belton, L.; Hooten, E.; Crampbell, M.K.; DeVellis, B.; Benedict, S.; Carrillo, C.; Gonzalez, P; Kelsey, K; and Meier, A. (2004) "Disaster down east: using participatory action research to explore intimate partner violence in eastern North Carolina" in Health Education and Behavior, 31 (4), 69S-84S.

Moore, S.; Daniel, M.; Linnan, L.; Campbell, M.; Benedict, S.; and Meier, A.. (2004) "After Hurricane Floyd Passed: investigating the social determinants of disaster preparedness and recovery," in Family and Community Health, 27(3), 207-217.

Rivenbark, W.; Menter, P. (2006), "Building results-based management capacity in nonprofit organizations: the role of local government" in Public Performance & Management Review

*Note: the following question was not on the original documentation frame we were sent, but appeared at the end of the electronic survey. As there was not time to consider all the possibilities and come up with one specific one, we answered as noted below.*

**Is there other evidence of your institution's engagement that was not included in the information included in the survey?**

Unfortunately, the best evidence of our community engagement cannot be sent electronically. That evidence is seen and felt every day all over this campus, throughout the state, the nation, and indeed, the world. Carolina has a long tradition and culture of engagement that is almost palpable. Importantly, because it is so entrenched in this "University of the people," and so ingrained in the teaching and research as well as the public service mission, it is often difficult to quantify structure or adequately describe. Yet there can be no doubt that it is part of the very essence of the nation's first public university. Thank you for the opportunity of sharing just a small portion of our work

II. B. 3. Representative Partnership Grid (page 31)

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
1. Student Health Action Coalition (SHAC) (All health affairs schools and social work)	Local health and social service organizations	To meet the health needs of the Chapel Hill and Carrboro communities' underserved families. SHAC exists to provide these families with a free health clinic, a mobile clinic, community outreach projects and a Habitat housing project.	39 years	75-100	654	Variety of grants and donations, working on endowment	Students and graduates of Schools of Social Work, Public Health, Physical Therapy, Pharmacy, Nursing, Medicine, and Dentistry with real world training in interdisciplinary training as well as experience in management, planning and evaluation.	Increased access to health services for individuals who are uninsured or underinsured.
2. Research Triangle Schools Partnership (SOE)	Surrounding school districts in the Triangle	Professional development and school support	15 years	12	18 of UNC, 300+ in the districts	State funds plus grants over time	Generated a collaboration between School of Education and the School of Social Work to address needs of students.	Stronger community relations & involvement, improved teacher culture and children's education, increased parental involvement in their children's education.
3. Men as Navigators (MAN) for Health (HPDP)	Strengthening the Black Family of Wake County, Wake County Human Services, Chatham Social Health Council, Chatham County Public Health Department, United Voices of Efland-Cheeks, Orange County Health Department	Using a Community-Based Participatory Research (CBPR) approach, the project aims to reduce the burden of chronic disease among African American men and sexually transmitted infections among Latino men through engaging men of color as Lay Health Advisors, called <i>Navigators</i> , in redefining the characteristics and behaviors of ideal masculinity and encouraging movement among community men, called <i>Confidants</i> , toward taking greater control of their preventive health behaviors and help-seeking in resource poor communities of NC.	15 years	6	2 doctoral, 2 masters, 3 post-doctoral fellows	CDC	MAN Advisory Council partners serve as mentors for postdoctoral fellows, preceptors for MPH students, and co-presenters for the CBPR Seminar Series that is co-sponsored by the Center.	Data collection is ongoing (project ends 03-2007). Community men have been trained in research ethics; to lead focus groups, conduct surveys, and analyze qualitative data; lead men's Learning Circles; four full-time jobs have been created.
4. HOPE Works (HPDP)	Multiple partners in Sampson and Duplin Counties, including Community Health Center, health depts., domestic violence agency: Coharie Tribe; Healthy Carolinians. Subcontract is with Multicultural Bs. Assoc., Salemburg, Sampson County	Through CBPR, address obesity and social determinants of health for low income Native American, African American, Hispanic and White women in 2 rural NC counties	13 years	5	2; one Kellogg Fellow	CDC	Community advisory committee partners serve on Center's Scientific Advisory Committee; they are involved with all aspects of the research project	Data collection is ongoing (project ends 09-2009). Community women have been trained to lead focus groups, analyze qualitative data, lead women's Circles; six part-time jobs have been created.

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
5. The Asheville Project (SOP)	University of North Carolina-Chapel Hill School of Pharmacy, North Carolina Center for Pharmaceutical Care, Mission St. Joseph's Health System Pharmacy Department, local independent pharmacists, and the city's risk management, health services and employee benefits staff.	This pharmaceutical care demonstration project was started in 1996 to provide education and personal oversight for employees with chronic illnesses such as diabetes. Under the Asheville Project, patients are scheduled for monthly visits with assigned pharmacists who monitor their conditions and care needs.	11 years	~ 5	10	Health plans savings	Increased collaboration with other universities and businesses. Replication of the model on a national level.	Have trained more than 100 pharmacists who are following 1100 patients resulting in improved compliance for individuals with chronic health conditions. It has been institutionalized with health plan savings and no longer receives grant funding. The success of this project has garnered the interest of others around the country. There are similar pilot projects in five sites - in North Carolina with employees of VF Corporation, in cooperation with Mohawk Industries in Georgia, with Ohio State University, the Kroger Company in Ohio, and in Manitowoc County, Wisconsin. Today, pharmacists talk about "doing Asheville" in Oregon or in Ohio.
6. Dentistry in Service to Communities (DISC) and the Robert Wood Johnson Dental Pipeline Project grant. (SOD)	~ 160 local, national and international community health centers and clinics	Increase dental care for underserved populations in the state, nation, and world. Provide clinical dental care in the community as part of the dental school's curriculum each year and train practitioners for underserved areas.	>10 years	5 full-time faculty  > 100 adjuncts	~ 109 Per year or > 1/3 of all	For RWJ term – Aug. 01 – Aug. 07  1.34 million dollars	All seniors required to spend at least 8 full weeks in community health centers or hospitals providing care, assuring community training for all dental school graduates.	Community benefits from the clinical care that students helped deliver in numerous non-profit settings: jails, community health ctrs, etc. No private dental offices are part of these experiences. Relation-ships will Continue beyond grant.
7. UNC Environmental Finance Ctr. See <a href="http://www.efc.u nc.edu/">http://www.efc.u nc.edu/</a> . (SOG)	US EPA, numerous NC local governments, state govt, Appalachian Regional Commission, and nonprofits.	Provides a bridge between students and faculty in the university who work principally on environmental financing, management and planning tools, and the governments and businesses whose job it is to use those tools for the public interest.	Since 1998. 8 years	3-4 annually	10-20 annually	Various sources providing \$250-300k annually. Federal dollars, grants, etc.	Helps develop scholarship in environmental finance. Fulfills unit's outreach mission.	Direct service resulting in increased knowledge of local govt's and communities in how to pay for water resources, solid waste mgt, air quality, and land conservation. Includes direct community assistance and best practices.

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
8. NCIPH: Management Academy (SPH and KFBS)	Staff from NC local health departments Division of Public Health, state and local public health departments throughout southeastern region and the nation	To develop skills in managing people, money, data, and partnerships; promote organizational change	8 years	20	900+	Funded initially with CDC Foundation, HRSA, RWJF, and Kellogg Foundations, funding, currently partially funded by CDC funds (c. \$250,00) and remainder by tuition receipts (c. \$500,000)	Unique collaboration between the SPH and Kenan Flagler Business School	200+ community health business plans created over 8 years, Lewin Group assessment indicated that of the first \$2m in training yielded \$6m in enhanced revenue for communities
9. Carolina Media Project (SOJMC)	189 newspapers across the state	To strengthen communities and their newspapers by offering free, on-site workshops to community newspapers across the state. During the day-long seminar, the visiting instructor provides a basic framework in journalism fundamentals.	6 years	1	20-30 per semester	none	The project has been an inspiration to students and faculty, encouraging students to examine the roots and maintenance of civic life while serving as an example to faculty of the benefits of service learning	So far 107 communities and their newspapers have benefited by workshops provided through this project. Feedback provided by the publishers indicates that in each case there has been an improvement in town/media relations.
10. The NC BEAUTY and Health Project (SPH and LCCC)	40 hair salons and barbershops HBCU institutions	The NC Bringing Education and Understanding to You (BEAUTY) taps the longstanding, trusting relationships between client and hair stylist to share information on exercise, good nutrition, and cancer screening.	6 years	7	Post-docs (3) (2 minorities)  Doc (4) (3 minorities)  MPH (10) (7 minorities)  Undergrads (2)* NCCU (1) Bennett (1)	Funds for 2 years and 3 pilot studies from Lineberger Cancer Center (2000-2002) \$35,000 total  Funds from American Cancer Society (2002-2006) \$1.3 million total	1) Involve a multi-disciplinary research team that has stimulated cross-SPH departmental collaborations 2) foster collaborations between UNC, NCCU and Bennett students and faculty 3) enhance the research capacity of partner organizations 4) build trust of participants (1200 participating Black women customers and 72 stylists) in research process	1) positive impact on the health of 72 participating licensed stylists 3) increase access to health and cancer prevention information in 40 Black beauty salons 3) investigating opportunities for disseminating training workshops for licensed stylists as part of a NC continuing education requirement

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
11. Community Development Law Clinic (SOL)	Nonprofit organizations in largely underserved communities across NC	The University of North Carolina School of Law created the Community Development Law Clinic in August 2002 to provide free legal assistance to North Carolina Nonprofit Community Development organizations. At this center, third-year law students, under the supervision of faculty, handle legal transactions and give counsel.	4 years	6	9-10 per semester	Seed grant from CCPS, 2 year grant (\$50,000 per year) from Z. Smith Reynolds	Recognizing the value of the clinic to the learning experiences of students as well as the vast contributions to NC communities, the UNC Law School now fully funds this clinic and has provided a tenure-track faculty position to be the main faculty advisor.	Students have assisted nonprofits and community development organizations in forming corporations and limited liability companies, spinning off subsidiaries for existing nonprofit corporations, advising organizations regarding local, state, and federal taxation, negotiating and drafting contracts on behalf of nonprofit organizations assisting organizations with real estate acquisitions, helping structure joint ventures between nonprofit and for-profit entities, and obtaining necessary state licenses for nonprofit programs.
12. Improving the Nursing Care of Acutely Ill Elders (SON)	North Carolina Area Health Education Centers (AHEC) program	Improving the health of North Carolina's elderly population by bringing education and training in geriatric care to nurses in rural or underserved areas	3 years	8 faculty, 1 project director and 1 project assistant	2 students involved in the grant activities.	Health Resources and Services Administration of the U.S. Department of Health and Human Services	Students at UNC and Duke are using products of the grant, an electronic online library of geriatric clinical simulations. In addition, 19 RN students from Piedmont College and 12 LPN students from Central Carolina College are involved.	Program uses innovative geriatric clinical simulations to train nurses how to recognize and respond to changes in acutely ill older patients, and improve the quality of their responses, ultimately leading to better patient outcomes In just three years, 300 nurses from 50 counties signed up to increase their geriatric nursing knowledge and competency
13. Carolina Center for Educational Excellence (SOE)	Chapel Hill- Carrboro School District	Demonstration programs for school improvement & professional development. The Center addresses the continued professional development of teachers, counselors and school leaders with courses and programs offered through both distance learning and face-to-face instructional delivery systems in partnership with school districts throughout North Carolina. Providing a new, fully-equipped, NASA supported science and mathematics teaching lab, a center where school counselors and school psychologists will be trained and extend their services to the public and flexible classroom space with ample room for seminars, conferences and gatherings, this center is a vast resource for the community.	3 years	18, including off-site classes	80 UNC, 200 in district	E-earning \$ plus grants	Forging lasting partnerships to strengthen public education	Active, visible work with local community. Teacher, counselors and school leaders are using the knowledge and tools provided through this program to enhance the educational experiences of their students.

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
14. American Indian Not On Tobacco Program (HPDP)	NC Commission of Indian Affairs; Waccamaw-Siouan, Haliwa-Sapponi, Harnett Coharie, Lumbee Tribe of Red Springs; Hawkeye Cultural Development Ctr.	Collaborate with the American Indian communities to decrease the amount of American Indian youth tobacco use	3 years	4	8	Health & Wellness Trust Fund; Hope & Honor Program, WVU	New collaboration and partnership with North Carolina American Indian communities	Tobacco Free Policy development and implementation training for the AI youth leaders and adult mentors in most of the NC AI communities
15. Project GRACE	Community Enrichment Organization, Area L AHEC, Rocky Mount Opportunities and Industrialization Center	The long-term goal of Project GRACE is to develop feasible and sustainable interventions to reduce the spread of HIV in Nash and Edgecombe counties in NC.	3 years	4	1	National Center of Minority Health and Health Disparities, National Institutes of Health	Stronger partnerships with Rocky Mount area community organizations, more university experience with the CBPR process	Short term there is increased incidence of HIV testing. Long term reduction of the spread of HIV in these counties, community member involvement in the research process
16. Citizen Soldier Support Program (CSSP)	VA Hospital in Durham, State Mental Health Association, local and state nonprofits, public schools, churches, libraries and other institutions of higher education.	The CSSP aims to mobilize community services and organizations in order to strengthen citizen soldiers and their families in the face of the challenges caused by deployment and/or relocation.	2 years	5	2	Funded by Congress through the Defense Appropriations Bill	UNC has partnered with several other UNC institutions, UNC-TV, Duke University and several out-of-state universities. Members of the core team have been working with Reserve and Guard leadership and staff to ensure the university's program is targeted and attuned to military efforts already underway. This program has brought about collaboration among several disciplines at UNC. As noted by one of the programs leaders:  "For years, several of our faculty worked individually on military family issues. As we began to hear more and more stories about the hardships that Guard and Reserve families were facing, we realized that we could do something much bigger and more helpful if we combined our efforts."	There is a child of a citizen soldier in each of North Carolina's 100 counties, and more than 19,000 children statewide have at least one parent who is a citizen soldier - a member of the National Guard or Army Reserves. More than a third of the 23,300 Guard and Reserve members in the state have been mobilized to date. By enhancing communication of critical information provided to families at the time a service member is deployed the mission-readiness and retention of these citizen-soldiers is supported.

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
17. Services to the State Library of North Carolina	State Library of NC	There are three main components to the delivery of services to the State Library: - To conduct an evaluation of the effectiveness of the SLNC's collaborative statewide chat-based virtual reference service. - To conduct a study to determine how the SLNC can position itself as the primary information source for North Carolina state employees. - To evaluate the impact of LSTA funds in North Carolina over the course of 2003-07.	18 months	1	1	\$172,840	Development of needs assessment and evaluation capacity in School of Information and Library Science (SILS), funding a Graduate Assistant, establishing a relationship between SILS & the state library	Provision of an online library service to all citizens of NC, improvement of services offered by the state library to other state agencies in NC, and increased information and abilities related to library development and planning, and allocation of funds.
18. Carbon Reduction Program /Community Carbon Reduction Project (CRed) (CEP)	Town of Chapel Hill, N.C., USA (as well as Cambridge University and the City of Cambridge, United Kingdom)	Both towns and both universities commit to help reduce their carbon emissions (emissions of climate change gases) by 60%	Began in Summer Session 2005; planned to continue until 2050 (1 year)	6 (to date)	45 (to date)	150000 gift; 235000 (approx USD equiv.) in grants	UNC-Chapel Hill adopted carbon reduction goal 6/27/06	Town of Chapel Hill adopted carbon reduction goal 6/26/06

Partnership Name	Community Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
19. FirstSchool	Chapel Hill/Carrboro City Schools	The overarching goal of FirstSchool is to rethink public education for children ages 3 to 8 in partnership with a broad community of people who care deeply about young children. FirstSchool is a new vision for early schooling of 3- to 8-year-old children designed to provide a successful early school experience for all children and families.	This project is in its infancy having begun in 2006.	Personnel include three directors and a 19-member Steering Committee.	A number of UNC graduate students are working on FirstSchool Committees as research assistants and volunteers.	Financial support is provided by the Foundation for Child Development, The University of North Carolina at Chapel Hill, the W. K. Kellogg Foundation, and private donors.	FirstSchool represents an important partnership between UNC and the residents of Orange county and will enhance town-gown relationships. FirstSchool also provides UNC with a chance to be in the forefront of education innovation.	FirstSchool will work within the local community to improve the education experiences of young children and their families.
20. Leveraging the Marine Trades in North Carolina's Water Counties (AS)	Carteret County Economic Development Commission	Provide analysis and concrete recommendations to address value chain, workforce and land-use challenges facing regional marine trades cluster	10 months	2	8	n/a	Strengthened existing and created new partnerships in region studied. Identified opportunities for new engagement efforts over the next year.	Identified Community is currently addressing funding gaps to recruit certified marine trades instructors and is in the process of forming a Marine Trades Business Association

