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

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

The Council (and its Executive Committee) provides a forum for conversation among a range of UW Bothell units and community partners. The conversation is a value in itself for advancing shared understandings; to do so, the Council will develop and maintain a timeline with goals, strategy and tactics to achieve the community engagement mission.

The Council is responsible for reviewing annually progress in achieving them. Further, the Council will be a communication mechanism to expand the range of university and community members informed about and involved with UW Bothell’s Community Engagement efforts. It will also have a quality assurance function in insuring that engagement initiatives undertaken by the University are reviewed in a timely way.

The Council will make strategic recommendations and periodic updates on progress and quality to the Vice Chancellor for Academic Affairs and the Chancellor.

Figure 1: Community Engagement Council meeting at Northwest Film Forum.
Membership

UW Bothell membership:

- **Deanna Kennedy**, Associate Professor, School of Business, Chair (2018-20)
- **Kara Adams**, Director of Community Engagement
- **Omar Al-Ekaili**, ASUWB Leader
- **Sam Al-Khoury**, Director of Student Engagement & Activities
- **Marie Blakey**, Assistant Vice Chancellor for Marketing and Communications
- **Bruce Burgett/Ed Buendia**, Dean representative (School of Interdisciplinary Arts & Sciences, & School of Educational Studies)
- **Shauna Carlisle**, Associate Professor, School of Interdisciplinary Arts & Sciences
- **Charles Collins**, Assistant Professor, School of Interdisciplinary Arts & Sciences
- **Sri Devi Duvvuri**, Assistant Professor, School of Business
- **Natalia Dyba**, Director of Global Initiatives
- **Joy Emory**, Analyst, Office of Institutional Research
- **David Goldstein**, Principal Lecturer, School of Interdisciplinary Arts & Sciences, CBLR Fellows representative
- **Cameron Locke**, CBLR Student Assistant
- **Charity Lovitt**, Lecturer, School of Science, Technology, Engineering & Mathematics
- **Ann McMahon**, Executive Director of Research Strategy for Broad Impact, Office of Research
- **Keith Nitta**, Associate Professor, School of Interdisciplinary Arts & Sciences
- **Layla Taylor**, CBLR Program Manager
- **Kelly Snyder**, Assistant Vice Chancellor, Planning and Administration
- **Kim Wilson**, Interim Director, Career Services
- **Yaqoob Zakaria**, ASUWB Leaders, ACT Student Lead

Community partner membership:

- Mary Houston, Director of Service Delivery, **Workforce Snohomish**
- Tom Laing, Director, **Latino Education Training Institute**
- Rosario Reyes, Founder and CEO, **Latino Education Training Institute**
- Melissa Sokolowsky, Facilities Manager, **21 Acres**
- Rana San, Community Programmer, **Northwest Film Forum**
- Marissa Vichayapai, Program Director, **21 Progress**
Community Engagement Council Working Groups
Shown at: https://www.uwb.edu/community-engagement/about/community-engagement-council/working-groups

Reviewers Group
Alignment with Chancellor's CE Council Charge: Quality assurance and strategies for achieving the CE mission.
Group: Sri Devi Duvvuri, Marie Blakey, Ann McMahon, Rayyan Hussain
Scope:
1. Members will review and provide feedback on the Carnegie Community Engagement Classification application.

Definitions Group
Alignment with Chancellor's CE Council Charge: Advancing shared understandings.
Group: Sri Devi Duvvuri, Marie Blakey, Shauna Carlisle, Layla Taylor, Kelly Snyder, Deanna Kennedy
Scope:
1. Members will take the CE Mission Statement and identify component words needing clarification.
2. Members will search, compile and review definitions from academic, institutional practice, and relevant Carnegie application work to recommend definition and an operational framework to the Council.
3. Members will produce a list of accepted definitions and framework by the end of the AY18/19.

Grants Group
Alignment with Chancellor's CE Council Charge: Developing goals, strategy and tactics to achieve the community engagement mission.
Group: Natalia Dyba, Mary Houston, Ann McMahon, Shauna Carlisle, Kara Adams, Deanna Kennedy
Scope:
1. Members will identify funding opportunities for institutional CE activities.
2. Members will share updates and submission information with CE Council.
3. Members will draft and submit at least 1 proposal.

Recommendations Group
Alignment with Chancellor's CE Council Charge: Developing goals, strategy and tactics to achieve the community engagement mission.
Group: Kim Wilson, Sam Al-Khoury, Keith Nitta, Bruce Burgett, Kara Adams, Deanna Kennedy
Scope:
1. Members will identify a process of collecting and prioritizing recommendations coming from the Carnegie application.
2. Members will gather the application recommendations and any arising from Council work, and enact the process to identify top priorities.
3. Members will identify potential timelines and strategies for top priorities to be shared with the Council by years end
Outcomes Achieved
During the 2018-2019 year the Community Engagement Council was active in moving forward community engagement initiatives and generating new community engagement recommendations for UW Bothell. The summary of these activities is presented below.

1. The Carnegie Classification application submission.
   o The Reviewers Working Group (a mix of partners, students, faculty and staff) provided feedback and editorial comments to the application before submission.
   o Council members (partners, students, faculty and staff) contributed to focus group information or specific elements of the application.
   o Four key outcomes of the Carnegie Working Groups:
     ▪ Promoting an Inclusive Definition of Scholarship Statement (Appendix)
     ▪ Proposed new campus-wide community engagement learning goal (Appendix)
     ▪ Community Partner Survey created and disseminated (Appendix)
     ▪ Faculty Survey created and disseminated (Appendix)

2. Method to evaluate the community engagement recommendations from the Carnegie Classification application.
   o The Recommendations Working Group initiated the development of a weighted-criteria matrix to evaluate recommendations. The criteria development was an iterative process that involved stakeholders across campus. (Appendix)
   o (in progress) The working group will provide information for a multi-year community engagement action plan.

3. Initial process draft for disseminating community engagement grant/funding opportunities.
   o The Grant/Funding Working Group identified potential funding opportunities and discussed mechanisms for sharing.
   o Further investigation into how and when to disseminate or apply for opportunities will be advanced next year.

4. Proposal for updated community engagement mission statement developed and initial discussion of partnership spectrum started.
   o The Definitions Working Group gathered data about the current mission statement and, informed by the Carnegie application process and outcomes, iteratively developed a proposal for an updated community engagement mission statement that will be moved forward next year. (Appendix)
   o As well, the working group has discussed the potential of a partnership spectrum to help clarify the types of partnership engagements we have on campus. (Appendix)
Outreach Events

1. **Peer institution visits**: external trips organized to gain insights about community engagement practices and lessons learned. This year the council organized a visit to:
   - **University of British Columbia**, August
     - Center for Community Engaged Learning
     - Office of Community Engagement
     - Irving K. Barber Learning Centre, Community Engagement
     - UBC Learning Exchange
   - **Portland State University**, March
     - Student Community Engagement Center
     - PSU Institute for Sustainable Solutions
     - Faculty Development and Engaged Research
     - University Studies – Community Engaged Capstones
     - Regional Business and Strategic Partners

2. **Co-sponsorship of speaker Patrisse Cullors** with Diversity Center and Student Engagement and Activities

3. Reciprocal support of **council community partner events**:
   - 21 Progress annual dinner
   - Latino Education Training Institute leadership gala
   - Northwest Film Forum annual dinner

*Figure 2: Portland State University site visit*  
*Figure 3: University of British Columbia site visit*
Chair of CE Council Specific Activities and Responsibilities

- Community Engagement Council Meeting facilitation
- Community Engagement Executive Team meetings facilitation.
  - Six meetings across 2018/19
- Community Engagement Council Working Group facilitation.
  - Four working groups with approximately 1-2 meetings per quarter
- Core team member on the Carnegie Community Engagement Application
  - Approximately 1-2 per month across 2018/19
- Representative of the Community Engagement Council at council partner events.
  - Three partner events in April-May 2019
- Representative of the Community Engagement Council on the Campus wide Strategic Planning Committee.
  - Committee meetings approximately every 2 weeks
  - CE Strategic Statement Meeting for UWB Strategic Planning – Co-lead by Shauna and Deanna (Apr 2019)
- Representative of the Community Engagement Council on the Dean of Diversity and Equity and Campus Diversity Officer (DDE&CDO) Search Committee (May 2019).
- Speaking at UW Community Partner Luncheon Event
  - At this event UW Bothell recognizes community partners with the schools and university. This year it is scheduled for June 12, 2019 in the ARC.
- UW/IA Planning for Imagining America visit (May 8, 2019)
- Community Engagement fund development with Advancement (May 14, 2019)
- Community Engagement Meetings by Kara and Deanna with each UWB School Dean
  - This was a check-in on activities, council membership, and communication about CE poster creations (Sep-Oct 2018)

Organizational Mechanisms

- Council membership
  - Invitations sent for representation from campus schools, student and staff organizations, and partners
- Council meetings
  - September 2018 at UW Bothell
  - December 2018 at Northwest Film Forum
  - March 2019 at UW Bothell
  - June 2019 at Latino Education Training Institute
- Community Engagement Executive Team
  - Formed to conduct oversight and direct council meeting activities.
- Sharepoint used for storing council documentation
Communications

- Welcome letter
  - Chair welcome letter to council (September 2019):
    https://www.uwb.edu/community-engagement/about/community-engagement-council/newsletter

- Maintenance of website
  - Updated UWB Community Engagement Council website:
    https://www.uwb.edu/chancellor/committees/community-engagement-council

- News
  - The Mailroom https://www.uwb.edu/advancement/marketing-communications/mailroom
    ▪ Note that each edition features community stories. Below are 2 specific to the work of the CE Council:
    ▪ June Edition Article: (6/2019) UW Bothell submits Carnegie Community Engagement application
  - UWB News Regarding Community Engagement
    https://www.uwb.edu/community-engagement/about/stories
    ▪ There are articles curated on the UWB Community Engagement webpage about community engagement activities

- Visits and discussions with stakeholder groups (Carnegie specific and community engagement as a whole)
  - One-on-one consultations with each Dean (September/October, 2019)
  - Chancellor’s Executive Team (December 2018, March 2019)
  - Strategic Planning Committee presentation (Kara and Deanna)
  - Strategic Planning Sub-meeting with CE stakeholders for a specific discussion of a priority statement (co-lead between Shauna and Deanna)
  - Learn & Input Meetings (March, 2019)
  - GFO Executive Committee (March, 2019)
  - Council of Academic Deans (March, 2019)
  - Advancement (May, 2019)

- Other
  - Community engagement pins for council members
  - Community engagement posters for each School (forthcoming)
Opportunities and Goals for 2019-2020

- Further grant/funding exploration and dissemination process started by the Grant/funding Working Group.
- Move forward the updated Community Engagement mission statement and partnership spectrum generated by the Definitions Working Group.
- Move forward the proposed campus-wide community engagement learning goal
- Support the operationalization of the new “Promoting Inclusive Scholarship Statement.”
- Bolster and help synergize the communication of community engagement activities to internal campus councils, committees, and schools and appropriate external outlets.
- Further advise the UW Bothell Administration on community engagement initiatives and opportunities, such as:
  o Higher education community engagement national association affiliations and also regional community boards/development/associations/ that UWB should be represented on.
  o On-campus partner workshops.
- Imagining America
  o In discuss for a campus visit to learn about best practices in community engagement in the 2019-2020 year.
- Celebrate Carnegie designation in January (fingers crossed!)
Appendix

Criteria for Community Engagement Recommendations

Alignment and Values – How well the recommendation is aligned with institutional values, vision, goals and objectives (i.e., Diversity & Equity, Sustainability, Community Engagement, 3Cs).

Community Impact – The beneficial effect that this recommendation will have on the community, e.g., organizational change, improvement, strengthening.

Equity and Inclusion - The capability of this recommendation to address and enhance the equity and inclusion of participants in community engagement.

Faculty Impact – The beneficial effect that this recommendation will have on the faculty, e.g., retention, teaching, research, well-being.

Feasibility - How likely is it that the institution could define, develop and successfully execute the recommendation in the next 4 - 6 years and pay for it in terms of human and financial capital.

Institution Impact – The positive effect that this recommendation will have on the institution.

Partner Impact – The beneficial effect that this recommendation will have on the partners, e.g., capacity building, regional health, prosperity.

Student Impact – The beneficial effect that this recommendation will have on the students, e.g., retention, learning, well-being, community awareness.

Staff Impact – The positive effect that this recommendation will have on staff in their ability to perform their work or participate in community engaged activities.

Sustainability - The capability of this recommendation to produce long term benefits and value for community engaged activities.
Promoting an Inclusive Scholarship Statement

After document collection, review, & engagement with school leaders, the Faculty Rewards working group if the Carnegie application circulated and received endorsement by the Council of Deans and General Faculty Organization Executive Council (GFO EC) for the following statement. This was passed by GFO EC on December 4, 2018.

Motion for the Executive Council of the General Faculty Organization to:

1. Support this campus-wide definition and recommendations to schools/divisions
2. Forward our support and recommendations to the VCAA, in the expectation she will implement recommendations with deans
3. Encourage EC representatives to promote this definition and recommendations to elected faculty councils as well as deans in their home units

Promoting an Inclusive Definition of Scholarship at UW Bothell

We are committed to diverse forms of scholarship, and we believe that scholarship should be made public in meaningful and significant ways. Scholarship may contribute to disciplinary or interdisciplinary knowledge; be conducted in collaboration with community and organizational partners; and offer new theoretical insights or forge new fields of inquiry. Because of the breadth of scholarly activity and its conduct, the path and gestation period of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit.

In order to ensure alignment with school- and division-based statements, we recommend that each unit complete a review of its P&T criteria (tenure- and lecturer-track) for inclusion of work on community-engagement and diversity, inclusion, and equity. Each unit should then review its P&T policies and practices to remove obstacles to the valuing of work that matches those criteria in P&T processes.

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1 UW Executive Order 45 provides guidance on scholarly attainments for all UW faculty, so we provide it here as context for the proposed UW Bothell statement. “All members of the faculties must demonstrate scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in achieving an appropriate level of independence and/or collaboration, their success as appropriate in securing external support, their success in training graduate and professional students in scholarly methods, their participation and leadership in professional associations and in the editing of professional journals, and their potential for continued success in scholarly attainments. Attainment may be in the realm of scholarly investigation, in the realm of constructive contributions in professional fields, or in the realm of the creative arts.”
Proposed for New Undergraduate Campus-wide Community Engagement Learning Goal

The Curriculum and Co-Curriculum team of the Carnegie application have drafted a proposed campus-wide undergraduate learning goal for community engagement that was shared for feedback at multiple events (STEM, Learn & Input sessions) and taken to the Campus Council on Assessment and Learning. It has been presented to the GFO EC and next a revision of the learning goal is being proposed.

Revised Proposal for Campus-Wide Community Engagement Learning Goal
Executive Council of the General Faculty Organization
May 2, 2019

Carnegie Curriculum/Co-Curriculum team and the Campus Council on Assessment and Learning propose the adoption of the following Undergraduate Learning Goal, revised after feedback from the EC on April 23, 2019:

Application of theory and skills that contribute to the public good through mutually beneficial engagement with community.

We further propose that this learning goal be inserted into the existing undergraduate learning goals as Roman numeral V, making the current item number V become number VI:

Undergraduate Learning Goals
Approved June 1, 2012

I. Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study
II. Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups
III. Critical analysis of information from multiple perspectives including intercultural, global, and ecological
IV. Ethical reasoning in application to self, occupation, citizenship, and society
V. Application of theory and skills that contribute to the public good through mutually beneficial engagement with community.
VI. Proficiency in:
   • Communication including writing, speaking, and fluency in a range of media and genres
   • Information and technology literacy
   • Quantitative and qualitative reasoning
   • Creative thinking and problem solving
   • Collaboration and leadership
Rationale for a Community Engagement Undergraduate Learning Goal:

- The current learning goals do not directly reflect the importance of community engagement as a critical component of our institutional mission, rendering the campus’s community engagement less visible and merely implicit.
- When designing courses and curricula, faculty may faithfully adhere to the current undergraduate learning goals and overlook the importance of embedding community engagement in curriculum.
- Even faculty who recognize the value of community engagement may be discouraged from developing community-based learning in the absence of direct support in the undergraduate learning goals.
- Committees reviewing faculty for merit and promotion may similarly refer to undergraduate learning when considering teaching activities and overlook the importance of community engagement to our mission.
Proposed New Community Engagement Mission Statement

Why revise? Streamlines wording, aligns with Carnegie Foundation Standards, maintains or strengthens ties to survey development, can help direct partnership strategies.

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

Recommended Revised Statement
The University of Washington Bothell is committed to reciprocal partnerships that contribute to the just and equitable development of the North Puget Sound region and Washington State. Our work with our students and community partners seeks to leverage our teaching and research in ways that increase the capacity of our region to identify and address local, national, and global challenges and opportunities.

Note: After our CE Mission, the definition of community engagement is stated (below) – this is not being revised:
• UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the advancement of teaching:
  o The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity
  o The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
<table>
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<th>Engagement Activity Examples</th>
<th>Community Connection</th>
<th>Community Cooperation</th>
<th>Community Exchange</th>
<th>Community Strategic Partner</th>
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<tr>
<td>Field tour</td>
<td></td>
<td>Devoted student interns</td>
<td>Co-Developed training</td>
<td>Contributor to co-designed curriculum and programming</td>
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<tr>
<td>Speaker</td>
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<td>On-going event sponsor</td>
<td>Course Projects</td>
<td>Co-sponsored co-delivered events</td>
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<td>Class case or project provider</td>
<td>Research co-developer</td>
<td>Routinely provides cases or projects</td>
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<td></td>
<td>Speaker series</td>
<td>Event sponsor where reciprocal benefits achieved</td>
<td>Co-developer or co-investigator of research</td>
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<td>Job postings</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Engagement Method

| Informational: Relates information about the community | Transactional: Interacting with the community | Translational: Integrating community involvement into practices | Transformational: Generating innovative solutions to societal challenges |

Engagement Phrasing Example

| “It is important to view this in the field; the real-world perspective that adds value.” | “We performed a service today that helps the community.” “There was positive impact on the community because of what we achieved.” | “The partner is at the table helping students and faculty succeed and in exchange receives value. This is a reciprocal endeavor.” “Students are better citizens because of this experience.” | “We can’t do the work without one another and there is mutual benefit.” |
Community Partner Survey

Community Impact Survey

UW Bothell Community Partner Survey

The University of Washington Bothell is evaluating the impact of our community engagement practices on our community partners and the surrounding community in order to improve our partners' experiences and in pursuit of the Carnegie Community Engagement Classification. As a community partner your feedback is valuable and important to helping us understand what we are doing well and the areas where we can improve.

The following survey was developed in collaboration between UWB and several community partners. The survey will take approximately 10 minutes to complete. All responses are confidential and your organization’s name will be removed from your responses.

Thank you for your partnership and support. Feel free to contact Kara Adams, Director of Community Engagement at: caseyk1@uw.edu, or Shauna Carlisle, Community Engagement Council faculty member at: ske9902@uw.edu.

Question 1.
Partner Organization Name:

Question 2.
If your organization has multiple partnerships with UW Bothell, please provide the department name for this survey.

Question 3.
Please select the organizational structure that best describes your organization:

- For-Profit Company
- Nonprofit Organization
- Government Agency

Figure 5: Image of Community Partner impact survey
Faculty Community Engagement Survey

UWB Faculty Community Engagement Survey

The University of Washington Bothell would like to assess the impact of community engagement (CE) on our faculty. By “community engagement,” we mean all of your activities that involve mutually beneficial collaborations between your work at UW Bothell and the larger communities, e.g., research and teaching partnerships, community-based learning and research (CBLR) courses, creative activities, inviting partners to provide input into degree curricular design, community members as student project mentors, etc.

Question 1.
Where is your primary school appointment/affiliation?

☐ School of Business
☐ School of Educational Studies
☐ School of Interdisciplinary Arts and Sciences
☐ School of Nursing and Health Studies
☐ School of Science, Technology, Engineering & Mathematics (STEM)
☐ First-Year and Pre-Major Programs (FYPP)

Question 2.
How many years have you been teaching at UW Bothell?

☐ Less than 1 year
☐ 1-2 years
☐ 2-3 years
☐ 4 or more years

Question 3.
What is your current faculty position?

☐ Professor
☐ Associate Professor
☐ Assistant Professor
☐ Principal Lecturer
☐ Senior Lecturer
☐ Full-Time Lecturer
☐ Part-Time Lecturer
☐ Artist in Residence
☐ Senior Artist in Residence
☐ Other