UNIVERSITY OF NEW HAMPSHIRE

CARNEGIE ELECTIVE COMMUNITY ENGAGEMENT CLASSIFICATION

FINAL APPLICATION   APRIL 2023

UNH 2023 Cycle Classification Team

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TABLE OF CONTENTS

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Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS): 13332

Full-Time Graduate Equivalent Enrollment (as reported in IPEDS): 1656

# of Full-Time Equivalent Staff (as reported in IPEDS): 3809

# of Full-Time Equivalent Faculty (as reported in IPEDS): 746

SECTION 2: Campus, Community, and Community Engagement Context

If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here. If your institution does not have such a definition, please describe any work under way to adopt one.

Historically, as a Land, Sea, and Space Grant public research university, UNH produces, conveys, and applies knowledge to address challenges of global scale and consequence alongside New Hampshire citizens, businesses, institutions, and organizations. UNH has a long history of placing high value on the engaged scholarship activity of its faculty. In 2008, UNH was recognized as a community engaged university by the Carnegie Foundation for the Advancement of Teaching. A UNH advisory board affirmed UNH's commitment to engaged scholarship in 2009. In the university's 2010 strategic plan, an intention was set to become "a national leader in the emerging effort to create a genuinely seamless understanding of

scholarship, one that affirms the essential interconnectedness of teaching, research and engagement".

In Fall of 2020, the Research and Public Service Committee (RPSC) of the Faculty Senate was charged to build upon the work of prior members from the 2018-2019 Senate Session to formulate a precise and practical definition of Engaged Scholarship in the context of the diverse and varied faculty contributions to engaged scholarship at UNH. Toward this important goal, the RPSC has researched concepts, definitions, and opinions regarding engaged scholarship, its role, and valuation at universities throughout the US (including UNH) and developed recommendations for how this type of faculty activity should be viewed, approached, and addressed in Promotion and Tenure documents at the university, college, and departmental levels.

The following definition was proposed and approved in 2022 by the UNH Faculty Senate: "Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning."

In addition, the following actions were put forward:

UNH Promotion & Tenure (P&T) Guidelines for Tenure-track (and equally the Promotion Guidelines for Research, Clinical, and Extension faculty be modified to include engaged scholarship explicitly under pertinent sections. For Tenure-track, this includes section V. Description of Scholarly Activities, number 7, "Professional Organizations in which the Candidate is Particularly Active," and number 8, "Additional Areas of Scholarship and Work with Persons in Other Departments, in Centers, or with Groups Off Campus." Modifications to include engaged scholarship should also be made to section VI. Evaluation of Scholarship.

College P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, expectations, and methods of evaluating engaged scholarship. It is understood that methods of evaluating the quality, quantity, and impact of engaged scholarship will vary across colleges and departments. Note that engaged scholarship is not a required activity but is valued.

Department P&T Documents be modified to include guidelines for promotion and tenure with a definition of engaged scholarship, and expectations for engaged scholarship.

Faculty Activity Reports for all faculty (including non-Tenure-track) be modified to encourage faculty to report their engaged scholarship activities (if any). Such activities will not be required but will be considered as a formal component of the evaluation for those who choose to include it.

1. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi- campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.

The University of New Hampshire is an R1 institution made up of three campuses, 11 colleges, and a school of law.

UNIVERSITY OF NEW HAMPSHIRE – DURHAM CAMPUS Located in the seacoast town of Durham, UNH Durham is the main residential campus. It is a top-tier Land-, Sea-, and Space-grant public university serving undergraduate and graduate students. Recognized as a rising star among research universities, UNH Durham retains the atmosphere of a New England liberal arts college with a faculty dedicated to undergraduate teaching and research. Its commitment to engagement and public service serves not only the Granite State through its many outreach offices such as UNH Extension, but nationally and internationally through its public policy expertise in areas as diverse as crimes against children, ocean fisheries management, rural poverty, space science and environmental research. The UNH Durham campus was founded in 1866 and serves 11,500+ undergraduate students and 2,596 graduate students. Students are engaged in over 200-degree programs with a 16:1 student to faculty ratio.

UNH FRANKLIN PIERCE SCHOOL OF LAW Accredited by the American Bar Association, UNH Franklin Pierce School of Law in Concord is an innovative law school committed to experiential learning. A hallmark of that commitment is the Legal Residency Program which allows students to work in their fields of interest for up to a full semester while receiving credit. Another such program helping law students become client-ready is the Daniel Webster Scholar Honors Program, which is the only practice-based bar exam alternative in the nation. UNH Franklin Pierce School of Law's focus areas include Intellectual Property (IP), boasting the largest full-time faculty in the field and the largest IP library in the nation; Commerce and Technology focusing on e-law; and Public Policy & Social Justice which trains students in the delivery of legal services to all people in an ever- changing society. The Franklin Pierce School of Law was established in 1973 and serves 600+ students offering JD (Juris Doctor), LLM, and master's degrees. Additional areas of study include JD/MBA, JD/MSW, and JD/MPP dual degrees.

UNIVERSITY OF NEW HAMPSHIRE AT MANCHESTER UNH at Manchester (UNHM) is a vibrant urban college providing the Manchester and Merrimack Valley region with a wide range of educational, research, and cultural resources and opportunities. Located in Manchester's historic mill yard, UNHM's graduate and undergraduate academic programs reveal a fresh liberal arts, science and technology curricula emphasizing the practical learning needed for successful careers, offering courses during the day, evening, and weekend. The Manchester campus was established in 1985 and serves 1,000+ undergraduate and graduate students, 96% of which are NH residents. UNHM has more than 50 areas of studies with a 10:1 student to faculty ratio.

The Center for Community Engagement and Experiential Learning (CEEL) is the hub for community engagement resources and activities at UNHM. The CEEL provides resources to share knowledge and experience, fosters and facilitates the ongoing development of engagement activities to improve our students' learning experience while providing valuable research and service to our communities.

2. Describe the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that aligns with the culture and history of the community(ies) partners.

The University of New Hampshire engages a diverse range of populations, partnering to address a unique set of issues ranging from workforce expansion, healthcare and education to economic development. New Hampshire is divided into 234 municipalities, including 221 towns and 13 cities. The overall population is 1.38 million across 10 counties. Over half of the population of the state lives in metro areas, but this represents only 10% of the state's land area. The remaining 47% of the state's population (617,000 people) live in rural communities, where the population density averages 47 people per square mile, one tenth of the density in the metro areas. These rural populations face challenges in terms of demographics, availability of a trained workforce, access to healthcare, and other socioeconomic factors.

As the second most forested state in the United States, having 82% of the land in forest, as well as over 800 lakes and 19,000 miles of rivers and streams, recreation and tourism are large economic drivers for the state. Each year approximately 12.8 million visitors come to NH spending over $5.5 billion. UNH engages with residents, non-governmental organizations, and state agencies to sustain these resources and enhance economic opportunities.

3. Describe how community engagement has been structured and shaped at your campus. This may include the institution's founding and history, community requests/demands for campus responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.

The structure of community engagement at the University of New Hampshire has evolved over time. UNH was founded in 1866 as the New Hampshire College of Agriculture and the Mechanic Arts and was one of the early land-grant institutions established to serve the sons and daughters of farming and laboring families. Presently, from its main Durham campus, its college in Manchester, and the school of law in Concord, the University serves New Hampshire and the region through continuing education and lifelong learning, youth programming, cooperative extension, cultural outreach, economic development activities, and applied research.

In 2019, the university transitioned from a decentralized engagement approach to a centralized Office of Outreach and Engagement. The Office of Outreach and Engagement (OE) provides leadership, collaboration, and support to establish pathways to partnership for people, organizations and businesses seeking assistance, non-credit education, or professional development. OE emphasizes public engagement and collaboration to address the state's most pressing issues, such as workforce development and readiness, K-12 education, environmental sustainability, and healthcare.

The new administrative lead, Vice Provost of University Outreach and Engagement and director of Cooperative Extension, works collaboratively with academic leaders to provide strategic direction for UNH's outreach, youth, and non-credit continuing education as well as lifelong learning programs. The creation of this office demonstrates university investment in external partnership, provides an administrative structure to achieve the Embrace New Hampshire strategic initiative, and promotes institutional collaboration to meet statewide priorities.

4. Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.

UNH students have experienced many of the concerns identified at higher education institutions across the country in recent years. These trends include students struggling with housing insecurity, food insecurity, acute financial issues and/or feelings of isolation and loneliness. In many cases, these challenges have been exacerbated by the COVID-19 pandemic, with students reporting financial disruption in their family units. Funds from COVID-19 relief legislation – the Coronavirus Aid, Relief, and Economic Security (CARES) Act and American Relief Plan (ARP) – helped with this increased need.

UNH programs assist students in managing food, housing, and financial insecurity. We also provide mental health resources to students, including individual and group psychotherapy through Psychological and Counseling Services (PACS). UNH Health & Wellness provides medication management and coaching for common well-being topics like eating, sleeping, and substance use. Although reports of depression and anxiety have leveled off after years of steady increase, demand for mental health services still far outpaces counselor availability.

Student participation in engagement opportunities declined significantly during the pandemic, with many student organizations becoming inactive. To combat engagement attrition, UNH departments that promote student engagement have centralized marketing efforts, focused on program quality over quantity, and increased student wages whenever possible. As a national leader in sustainability, many UNH engagement activities focus on mitigating climate change and stewarding natural resources.

In step with national social change efforts, students from historically underserved backgrounds, such as students of color and LGBTQ+ students, have continued to call for equity and justice on campus. Like many schools, students are focused on ensuring that

UNH has transparent processes to report bias incidents and adequate staffing and resources for initiatives that foster inclusion. Staff carrying out social justice work on campus have reported confusion and concern with local and state scrutiny regarding diversity education, including from media fixation on critical race theory (CRT). The state legislature passed legislation banning certain practices related to diversity education. Although political partisanship has not been as extreme as in other states, it has raised concerns among students and professional staff.

Despite these challenges, there is strong turnout and energy among first-year students, and we hope this represents a new trend of renewed student excitement and engagement. Disruptive pandemic restrictions are no longer in place. We also are developing new initiatives to foster social justice and support historically underrepresented student populations.

Of note, UNH launched the Diversity and Inclusion Employer Champion Program to help students identify prospective employers that demonstrate the utmost devotion to social justice and equality through tangible actions. This program allows our students to easily search, identify, and connect with organizations committed to making progress on these values. Employers are highlighted when participating in career events across campus, via student-focused marketing efforts, and in the university's career management system, Handshake. For our employer partners, the program emphasizes the values our students prioritize and provides a new way for them to attract a diverse talent pool. Currently the program has identified 12 employer champions including Liberty Mutual, Fidelity, and Unitil.

SECTION 3: Quality of Community Engagement Relationships

1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):

> **a. how the effectiveness of those actions and strategies are shared with partners.**
> **b. how the campus ensures that community partners have "significant voice" and input into institutional or departmental planning.**
> **c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.**

Through assessment of community acumen, the university has increased and improved community partnerships and deepened community understanding of the work we do. Mutual sustained relationships with community partners rely on collaborative understanding, assessment of practices, and strategic planning.

For example, since 2001, the University of New Hampshire Pre-Orientation Volunteer

Experience in Service (PrOVES) has provided an opportunity for service-oriented students to learn more about the local community. The PrOVES program is exclusively for incoming first-year students. PrOVES students arrive the week before classes start and spend the week getting to know one another while volunteering at various sites throughout the Durham community.

Community partners foster communication, teamwork, and collaboration. They design service-learning projects and facilitate student reflection activities. They provide orientation, training, and supervision to UNH students. Expectations, responsibilities and goals, and risks involved in the service project (if any) are outlined to help the partner and the student(s) have a successful experience.

After the service experience, community partners and students are asked to complete evaluations. Data is used to improve planning and reciprocity. Mechanisms include needs assessment surveys, phone calls and face-to- face interviews.

Participants are tracked over the course of their time at UNH, looking closely at first semester GPA, involvement on campus and retention rates.

The Career and Professional Success (CaPS) office takes a consultative approach with local, state, and regional employers in supporting their workforce development needs. Employers are provided with relationship managers to identify the best way to engage with and recruit UNH students. CaPS provides extensive resources and 1-to-1 advising on building internship programs, appropriate hiring practices, and how to truly infuse diversity, equity, and inclusion into company culture. CaPS strives to provide employers with one main point of contact and a consistent, and quality UNH experience. A CaPS employer advisory board and college specific boards have been established to discuss and solve priority student issues and workforce challenges. Employers on the CaPS board represent key employers, industries, and locations within NH. Over 4,000 employer partnerships are tracked and managed systematically using tools like Salesforce and Handshake. Employers are surveyed after major career events and annually to collect feedback on their experience working with CaPS and UNH students. Feedback is systematically integrated into the CaPS continuous improvement process.

2. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).

The Business and Economic Engagement (BEE) initiative forms mutually beneficial partnerships with key industry leaders to address challenges by leveraging UNH's many assets to meet industry partner needs as well as supply numerous benefits to UNH students. For example, XMA Corporation, in partnership with UNH, will help to advance the state-of-

the-art quantum computing related fields in New Hampshire. UNH student interns and faculty are integrated into this process. Partners,like XMA,were chosen because of their significant connection to UNH, their NH full time equivalent status and current relationship and alignment to UNH's mission. This partnership will help unlock answers to many of today's complex challenges, including online security, chemical simulation and drug discovery, traffic control, and weather forecasting. A UNH data steward will maintain data quality, access, and documentation in associated repositories and will support the University community in assessment and planning.

Extension Advisory Councils

University of New Hampshire Extension's mission is to strengthen people and communities in New Hampshire by providing trusted knowledge, practical education, and cooperative solutions. Key partners in this effort are the local citizens who advise Extension Educators on the issues of county and state significance. In New Hampshire, there are Extension County Advisory Councils in each of the state's ten counties. Two members from each of these Councils also serve on an Extension State Advisory Council.

County and State Advisory Councils provide valuable input into Extension program development. A Public Affairs Manager serves as a liaison between Advisory Councils and Extension Administration, and in so doing, provides members with an understanding of their critical role in the organization to ensure Extension's programs are highly relevant and impactful.

Advisory Councils are made up of members who:

- Are broadly representative of each county's demographics, geography, and industries/employment sectors Attend and actively participate in regularly scheduled meetings and program activities
- Are willing to advocate on behalf of UNH Extension with legislators, decision-makers, and local partners Participate in orientation and ongoing volunteer development opportunities
- Assist in recruitment and selection of county-based Extension Educators Assist in promoting UNH Extension programs in their communities
- Approve suitable office facilities, in cooperation with the County Commissioners and County Office Administrator

In an effort to better support our constituents, the New Hampshire Agricultural Experiment Station (NHAES) joined forces with Cooperative Extension to create a joint advisory committee. The NHAES-Extension Joint Advisory Committee was created to help address the challenges facing NH's agricultural and natural resources industries and businesses. Committee members were recruited openly through online and print newsletters inviting participation. Additional recruitment was done by the director of NHAES and Extension program team leaders in Food and Agriculture and Natural Resources. The goal was to seek a solid geographic representation of our clientele throughout the state to ensure the various sectors served by NHAES and Extension F&A and Natural Resources were being heard.

These practices ensure community partners have a "seat at the table" and helps develop collaboration while deepening the understanding of a population's particular characteristics, needs identification and plans for resource targeting by providing better assessment and planning.

3. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?

One of the four priority goals in the University of New Hampshire's latest strategic plan is framed as Embrace New Hampshire, which states that "UNH will build collaborations that support New Hampshire's economy and quality of life, sustainability, and resilience and will be a trusted, valuable, and consistent partner." This goal encompasses collaborations across the institution with organizations, communities, state leaders, and businesses. Specifically related to business, one of the sub-goals of Embrace New Hampshire is to increase engagement with companies across the state. This includes strengthening partnerships with the top 25 companies in the state to enhance job opportunities for graduating students, as well as fostering public-private partnerships that contribute to jobs and a vibrant state economy. Under the leadership of the Associate Vice President for UNH Innovation, a Corporate Engagement Committee engages partners across the institution's multiple campuses to pursue this goal and track what companies have been engaged and the resulting metrics from those engagements (e.g., number of students employed or fulfilling internships and apprenticeships, joint commercialization ventures, etc.). The goal and subgoals of Embrace New Hampshire are embedded in the strategic plans of every college, school, and unit across the institution's multiple campuses.

4. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.

UNH leads a $3 million National Science Foundation funded graduate research traineeship program called Convergent Arctic Research Perspectives and Education (CARPE). CARPE is a 5-year initiative centered around Arctic-related research but more broadly designed to promote institutional change in how we teach our graduate students to conduct interdisciplinary research (in collaborative teams) that engage communities that are local to our research sites. There is a particular emphasis on learning ethical, responsible, and reciprocal engagement with Indigenous communities. The program values community partners, including those who advise UNH on how to co-produce research with partners from communities historically and presently marginalized.

Here are three examples of UNH's work within CARPE and how it compensates marginalized communities for their labor in enriching student learning and faculty research.

Engaging local Abenaki partners

CARPE builds on partnerships developed by the UNH Anthropology department to bring Indigenous community members to campus as unfunded Affiliate Faculty as part of a Native American and Indigenous Studies minor.

The CARPE program strengthens these relationships by securing campus office and lab space for the two lead Abenaki partners. These partners have been crucial in providing training to our students on strategies for building relationships with Indigenous partners as well as unique ways of developing and approaching research questions.

CARPE has awarded $18,000 over 5 years to compensate partners for teaching and participation, plus funds to cover travel to workshops in Alaska and Sweden.

Other events that invite Indigenous participation provide an honorarium of $500-$1,500 or compensation for services of ~$250/hr (the rate recommended by Indigenous collaborators in our region).

Engaging Sámi Partners through the Gaaltije Foundation in Sweden

CARPE hosts a 3-hour virtual "Decolonizing Science Workshop" annually led by representatives of Sámi Indigenous communities from the Gaaltije Foundation in Sweden. Gaaltije is compensated $2,000 each year for this event.

The CARPE budget also has $16,000 for stipends for 8 Sami partners ($2,000 x 8 people) to attend a planned workshop in Sweden.

CARPE co-hosts four 5-day "Arctic Climate Change and Community Collaborations" workshops with the University of Alaska Fairbanks (UAF) where students learn from Indigenous Arctic researchers and elders. The grant provides a sub-award of $130,000 to UAF to compensate workshop organizers and invited speakers.

SECTION 4: Academic Community-Campus Partnerships

Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

Project/Collaboration Title

BELS (Building Equity in Leaders for STEM) in NH: Building Equity Leaders for STEM in NH

Community Partner Information

Community Partner Name: Rochester, Nashua, and Manchester NH School Districts

Community Partner Contact: Nashua: Robert Cioppa; Rochester: Kathleen Cotton; Manchester: Amy Allen

Campus Partner (person, program, department, center, etc.) UNH Joan & James Leitzel Center for Mathematics, Science, and Engineering Education; Lara Gengarelly, Affiliate Professor, and UNH Extension STEM Education State Specialist

Purpose of the Community-Campus Partnership: To support the professional development of secondary teachers in the area of equitable and inclusive science & mathematics curriculum and instruction.

Provide one example as to how reciprocity is enacted through the partnership: Since 2018 the BELS in NH director, Lara Gengarelly, works with NH school districts to ensure that the BELS in NH program is responsive to the school districts' needs and priorities.

Length of Partnership: Five-year commitment: Number of Faculty Involved:5

Number of staff involved: 1

Number of students involved annually: Twelve BELS in NH students.

Titles of Courses Linked to Partnership: BELS in NH Summer Institute

National Science Foundation Robert Noyce Track 3 funded program

Impact on the community

BELS in NH is a teacher leadership program focused on equitable and inclusive science and mathematics curriculum and instruction. Over the course of five years, the 12 BELS in NH teacher participants will improve their own instruction and, in time, bring their expertise in equity and science & mathematics instruction to other educators in NH and beyond.

Impact on the campus

UNH science and mathematics education faculty collaborate with community schools to improve science and mathematics opportunities for K-12 students in NH. The BELS in NH program aligns with UNH's strategic initiative of "Embrace NH."

Project/Collaboration Title

The Dinah Whipple STEAM Academy (DWSA)

Community Partner Information

Community Partner Name: Appledore Marine Engineering

Community Partner Contact: Noah Elwood, President of Appledore Marine Engineering and Dzijeme Ntumi, DWSA lead instructor

Campus Partner (person, program, department, center, etc.): UNH College of Engineering & Physical Sciences (CEPS); Carmela Amato-Wierda, Director of UNH Tech Camp & Associate Professor of Materials Science

Purpose of the Community-Campus Partnership

The Dinah Whipple STEAM Academy is an immersive educational program exploring science, technology, engineering, the arts, and mathematics (STEAM), and the Black experience. The program takes place on the UNH Durham campus, providing middle and high school age students with access to state-of-the-art facilities, advanced technology, and award-winning faculty. It is offered through UNH Tech Camp, which has been providing dynamic, experiential summer programs for middle and high school students for more than a decade.

The academy's namesake, Dinah Whipple, is a significant figure in New Hampshire history best known for founding the state's first school for Black children circa 1806. The former enslaved New Hampshire native became a leader in the community, an advocate for education, and an inspiration for future generations.

DWSA is made possible by Appledore Marine Engineering of Portsmouth, NH which chose to dedicate resources to create balance within a system filled with inequities. Noah Elwood, president of Appledore, was prompted to look for avenues to address the lack of BIPOC representation in engineering after the murder of George Floyd and the resurgence of the Black Lives Matter movement in 2020. Elwood reached out to Dzijeme Ntumi (UNH '17, '18G) after learning of her efforts to start a STEM camp in South Africa (modeled after UNH Tech Camp) to brainstorm ideas, and thus the Dinah Whipple STEAM Academy was born. Ntumi has been a lead instructor and curriculum designer for the program since its inception

Youth participants in the program learn about basic engineering principles and disciplines through hands-on activities, demonstrations, and discussions. These activities include building a crane, experimenting with a submarine, and creating a water filtration system. Students also have the opportunity to interact with professional engineers, UNH STEM undergrads, and university faculty. Along with engineering activities, students discuss the Black experience in America, as well as learn of the origins of African empires. They are introduced to prominent Black figures in American history and get the chance to discuss how their contributions have shaped our world today.

One goal of the program is to retain students from the time they enter middle school (grades 7-8) until they matriculate or enter the workforce. Once students enter the program, they are guaranteed a spot each subsequent year until they graduate high school. Participants attend free of charge for one week of on-campus, residential programming in the summer and are invited to attend several one-day events throughout the school year. School year events include awareness building around STEM careers, explorations of Black History in NH, tours of local colleges, and community building fun such as going to the movies. The program strives to build trust and community among students and their families who have been historically underrepresented in STEM fields. While the program is open to youth students from all backgrounds, recruitment is heavily focused on Black, African American, and Latinx populations. Outreach to local school districts and community organizations has been key to gaining an audience with these populations and recruiting them to the program.

Provide one example as to how reciprocity is enacted through the partnership

On a longer-term scale, the program was designed to bring more BIPOC people into the STEM workforce. It is entirely feasible that in the years ahead, students who have been through DWSA will enter a STEM career pathway, which could ultimately lead to their employment by Appledore Marine Engineering or other engineering firms in NH. This was the ultimate purpose in starting the program. Appledore Marine Engineering has been an eager and involved partner in this program and understands that the benefits of this partnership may not be seen right away, but its continued investment will help guarantee its success.

Length of Partnership: 2 years

Number of faculty involved: 1

Number of staff involved; 8

Number of students involved annually: Youth participants: 2021 (Year One) = 9; 2022 = 21; 2023 = program offered to 31 students. Participation is expected to remain steady at approx. 30 students annually.

Impact on the community

The greatest impact comes from opening the doors of the university and welcoming students and their families to share in the many resources it has to offer. There are few comparable programs we have found that offer in- depth, hands-on experiences in STEAM to middle school students. Middle school age is a critical time when students are solidifying their sense of self. The program goal is to help them know at this critical stage that they have a place in STEM.

The families of DWSA participants comment about the feeling of community and trust that DWSA has fostered. The program encourages student families to participate as much as possible, which has resulted in a close-knit group of people. The students have created close

bonds over shared interests and a shared sense of belonging unique to the program. Other connections have formed outside of the group. Just recently, one of our participants' parents and her son joined an advisory board for another Tech Camp program called NH CREATES. Having them on the board will help to cross-pollinate ideas across programs and grow the STEM ecosystem in NH. Our goal is to connect participants with opportunities that can educate, inspire, and lead to a sustained interest in STEM.

Impact on the campus

The growing visibility of this program has sparked interest from various campus organizations, such as the UNH student chapter of the National Society of Black Engineers (NSBE). NSBE is rebuilding after being on hiatus during the COVID-19 pandemic. Students in this group have shown interest in being involved in DWSA and have volunteered with field trips. We hope to grow this partnership and have NSBE students serve as counselors in the summer or as mentors during the school year. This positively impacts both the participants, who will benefit from a relationship with near-peer mentors, and the college students who will enhance their leadership and mentoring skills.

Both lead instructors for the DWSA program are UNH alumni. Dzijeme Ntumi has been the dedicated mastermind of this program since its inception. She is an exceptional role model for the students and stands out as a STEM professional. After seeing Ntumi in her role as project leader in 2022, the Dean of (CEPS) invited her to join the College's Advisory Board. This was both an honor for Ntumi and an opportunity for her to have a wider impact at UNH, beyond her role in DWSA. Our other instructor, Aboubacar Konate, is a shining example of hard work and determination, as he has overcome many challenges in his life to get to where he is today. In his role he loves to share his story with the students. From a 2022 article published by UNH Today about Konate

"When I share my story at the camp, the students listen closely and become more engaged in class," says Konate. "They understand that I came from nothing and worked hard to get where I am. They know that they should take advantage of all the resources at their fingertips."

UNH is fortunate to have such dedicated leaders in this program who are eager to give back to their community and their university. Their impact reflects positively on the university and helps grow the program's visibility, which is vital to our ability to recruit new instructors and contributors.

Project/Collaboration Title

Institute for Health Policy and Practice – NH Department of Health and Human Services State-University Partnership

Community Partner Information

Community Partner Name: NH Department of Health and Human Services (NH DHHS)

Campus Partner (person, program, department, center, etc.): UNH College of Health and Human Services (CHHS) Institute for Health Policy and Practice (IHPP)

Purpose of the Community-Campus Partnership

To support the mission of the NH DHHS through applied research, technical assistance, and other support across multiple areas of DHHS and through many different projects.

Provide one example as to how reciprocity is enacted through the partnership

The work of the partnership is mutually beneficial in many ways. For example, DHHS gets needed support from IHPP to develop its State Health Assessment, while IHPP builds its knowledge base and shares its research about the health status of the people of NH. As another example, DHHS needed support to understand how to apply the regulations around data sharing for its opioid response efforts. Through this partnership, UNH's Health Law and Policy programs, which bridge CHHS and UNH Law, was able to research the data sharing regulations and translate those into technical assistance for DHHS.

Length of Partnership: 20 years

Number of faculty involved: 2 (2022)

Number of staff involved: 20 (2022)

Number of students involved annually: 3 (2022)

Titles of Courses Linked to Partnership: None

Grant funding, if relevant: $1.8 million in Fiscal Year 2022

Impact on the community

The projects for which IHPP provides support to DHHS span a broad range of community benefits. This includes:

Technical assistance to establish the Doorways network for substance misuse
Technical assistance in the implementation of the 988-suicide hotline
Medicaid enrollment and coverage protection

Supporting the 'No Wrong Door' program for community-based services and support
Identifying mechanisms to get COVID-19 vaccines to high-risk, isolated older adults
Supporting efforts to create a more robust treatment system for mental health, including decreasing the reliance on emergency room services as treatment
Improving the ability of community providers to support children with mental health issues through Project ECHO® and other trainings

Impact on the campus

This work allows UNH to be seen as an on-the-ground partner to support a broad set of critical issues for New Hampshire. The applied research being done to support these projects helps build the knowledge base for UNH researchers in terms of best practices in models of care, delivery system design and development, regulatory requirements, and the health status and needs in the state of New Hampshire. These projects provide opportunities for student employment, giving interns real-world experience and application of their classroom learning. In addition, this also develops strong relationships for UNH among the key stakeholders in the health and social care systems in the state. These relationships demonstrate not only the capacity of UNH to be a partner and use its knowledge and skills to support a project, but also exemplifies the commitment of UNH to tackling some of the most important challenges to the health and well-being of the people of New Hampshire.

Project/Collaboration Title

UNH Interoperability HighTech Bound Internship

Community Partner Information

Community Partner Name: QA Cafe (2018-current); Liberty Mutual (2014-current); Senet Technologies (2019); Dell/EMC (2019); Portsmouth High School & Career/Technical School; Oyster River HS; Seacoast School of Technology; Dover High School; Berwick Academy; Saint Thomas Academy

Community Partner Contact: QA Cafe: Erica Johnson; Portsmouth High School: Gordon Reynolds; Oyster River HS: Cathi Stetson; Seacoast School of Technology: Sharon Spooner; Dover High School: Deborah Minassian

Campus Partner (person, program, department, center, etc.): UNH Computer Science Department: Radim Bartos, Professor and Chair; UNH Professional Development & Training; Youth Programs Office

Purpose of the Community-Campus Partnership

HighTech Bound started in 2006 and over the years has welcomed 131 interns at the lab. About 27% of these students attend UNH and more than 65% continue to work at the IOL.

The purpose of working with local and statewide school departments is to help recruit students into the program. We work with them by hosting tours, providing presentations at schools, (usually with a current UNH student/previous intern), and hosting virtual information sessions.

Campus partnerships help to cast a wider net to prospective students as well as help educate others within the university about the program. The engagement of university partners has a farther and greater impact.

Engaging with industry partners holds so much value to the program. Pre-COVID, our program relied on sponsorship and gift dollars to help fund students for the paid internship. In addition to sponsorships, we have partnered with industry to allow site visits to more local labs and data centers. During 2019 we visited QA Cafe, iRobot, and DELL/EMC. Since COVID, we continue to host industry speakers virtually. These interactions allow the interns to hear from industry leaders about the latest in technology, cloud computing, data centers, and more.

Provide one example as to how reciprocity is enacted through the partnership

By working with industry partners, companies gain access to our students and their prominent skill sets. In addition to interns, industry partners also get the opportunity to meet with upcoming graduates for career placement. It's a strong recruiting tool for UNH enrollment, as well as our partners that have been working with us for many years as

employers of IOL graduates.

Length of Partnership: 15+ years

Number of faculty involved: 1-2 faculty members - we have worked with the UNH College of Engineering & Physical Sciences to help with projects, recruiting/tours of campus etc. The IOL has also supported a faculty member's project by helping field interns for a Living Bridge Project

Number of staff involved: Primarily/year-round: 1; During the program: 5-6 (staff members assist interns with their projects.

Number of students involved annually: 10-15+ UNH students work with the internship program through classroom visits, blog writing, or giving tours of the facility. Current UNH students also act as mentors to interns helping to guide them over the course of the program.

Titles of Courses Linked to Partnership: Virtual Learning Academy Charter School (VLACS): .5 high school credits.

Impact on the community

Partnering with local and statewide schools has had a proven impact on enhancing students' technical opportunities that their town or schools may not have. Many interns have a small number of computer science and tech courses available. The IOL internship provides hands-on experience for students to dive in with problem solving and application of skills learned during the program, working off the knowledge of their peers and mentors. The program results in enrollment to the University and it not unusual for interns to continue working at the lab throughout their years at UNH. The lab employs UNH students year-round and attracts visitors from across the world, helping drive the local community's economy.

Impact on the campus

The IOL is one of the pillars of research on campus drawing students, industry, and other stakeholders to the campus. We are also one of the largest student employers, providing numerous opportunities for students by exposing them to industry professionals, opportunities to work with groundbreaking technology, and more.

Project/Collaboration Title

Granite United Way and Bean Foundation Youth Enrichment Partnership (YEP)

Community Partner Information

Community Partner Name: Granite YMCA; Manchester Police Athletic League; Boys and Girls Club of Manchester; Girls Inc; Manchester NH School District

Community Partner Contact: YMCA: Jessica Riendeau; MPAL: Judy Penland; Girls Inc: Karen Billings; MSD: Aimee Kereage; Boys & Girls Club: Gilbert Abel

Campus Partner (person, program, department, center, etc.): UNH Manchester STEM Discovery Lab (SDL): Sarah Grosvenor, Associate Field Specialist, UNH Extension & STEM Discovery Lab Director

Purpose of the Community-Campus Partnership

Middle school is a time of massive transformation. Youth are enduring the physical and emotional changes that come with puberty. They tackle more challenging academics with less oversight. They redefine peer relationships. They have a growing curiosity and desire for independence.

Many Manchester youth face additional hardships, like poverty, substance use exposure, gang influence, and crime that make the middle school years even more turbulent. These adverse childhood experiences can interfere with positive growth and leave youth in danger of falling behind academically and being more vulnerable to engaging in risky behaviors.

These crucial years in a student's transition to adulthood can be confusing and difficult to navigate. Cost, travel, accessibility, and stigma are often barriers to getting youth the help they need. That is why the Youth Enrichment Partnership (YEP) brings mental health services, academic support, and enrichment opportunities—free-of-charge—to the places where youth feel safe and connected, like schools, after-school centers, and summer programs.

This unique collaboration of funders, schools, and 14 different community organizations has revolutionized the youth-serving field and eased the transition during this critical stage of development.

Provide one example as to how reciprocity is enacted through the partnership

The Youth Enrichment Partnership focuses on equity by reducing barriers like cost or transportation. Co- locating services enhances engagement by strengthening existing relationships between students and staff. In creating more holistic options for youth, staff more deeply engage and influence youth participation, enriching not only the youth's academic opportunities but also their relationships.

Length of Partnership: 4 years with ongoing funding and partnerships

Number of staff involved: 464 (including educators & volunteers)

Number of students involved annually: 8 undergrads; 800 +/- youth participants

Titles of Courses Linked to Partnership: Inquiry Teaching Methods, Foundations with STEM Docents

Grant funding, if relevant: The partnership was funded through the Granite United Way and Bean Foundation from 2018-2022. Additional funding has recently been received to continue this project through 2024.

Impact on the community

Participating youth join the 4-H network of mentors, opportunities, and peers and develop into "true leaders." There has been increased interest in STEM experiences from urban, under-represented and diverse youth.

Educators improve their ability to teach science and engineering through practice-based and inquiry-based approaches. It has increased the number of 4-H/UNH Extension STEM Docents and volunteer leaders/mentors teaching at the STEM Discovery Lab.

Impact on the campus

The funding has provided up to two internships at the STEM Discovery Lab for undergraduate students to explore internships in education and STEM fields.

UNH & UNHM students will increase their job-readiness as STEM Educators through STEM education experiential learning opportunities at the Lab as interns/work-study. UNH students working as STEM mentors demonstrate enhanced leadership skills, and an increased interest in working with youth and/or in the STEM fields.

Project/Collaboration Title

Learning Through Teaching

Community Partner Information

Community Partner Name

Dover Middle School; Exeter High School; Coe-Brown/Northwood Academy; Winchester Schools; Seacoast Charter School; Canaan/Enfield Elementary School; Mascoma Middle/High School; Stratham schools

Community Partner Contact: Each school has several contacts. This can be provided if needed.

Campus Partner (person, program, department, center, etc.): Tomasen M. Carey: Learning Through Teaching is a part of the Literacy Institute in the UNH English Department

Purpose of the Community-Campus Partnership

To provide meaningful, quality, and longstanding professional development to teachers by holding a graduate course on their school site. Teachers also receive in-class support as needed.

Learning Through Teaching is an outreach model providing graduate courses to teachers on site. The program was started 25 years ago because teachers are busy and were unable to travel to campus to participate in important professional development. It was proposed at that time to bring the graduate courses to teachers at their school site so they could engage in professional development tailored to the needs of their individual schools and students. Each course that is created and curated is designed to meet the needs of these communities.

Provide one example as to how reciprocity is enacted through the partnership

Teachers often continue in LTT because of the empowerment they experience in learning alongside their colleagues. For example, LTT at a local middle school has been offered for 13 years. Some teachers have participated in all 13 years, while others come and go. Very often the teachers return to LTT as a place where they can openly and honestly discuss their practices and how to best serve their students.

There have also been instances where a teacher has been on the brink of leaving the profession, but ultimately remained because of the LTT community. One example from the LTT director:

"I am working with a new young teacher in northern NH who did his internship through the UNH Education department during the COVID-19 pandemic. He came to this new job with no in-person classroom experience. I would go in and observe, help him with classroom

management, and support him as he was considering leaving and was questioning every choice he was making. He was able to talk through his questions, thinking and concerns in class and ultimately decided to stay in teaching. He said the support of LTT helped him to see what he really loved about teaching and that he wanted to stay in it, at least for now."

Length of Partnership: The program has run for 25 years. Each school is contracted for a full academic year, some enrolling year after year.

Number of faculty involved: 2

Number of staff involved: 3

Number of students involved annually: 70 graduate students (teachers) in 2022-23

Titles of Courses Linked to Partnership: English 920 & English 922: Issues in Teaching English

Impact on the community

Aside from the impacts already outlined, some teachers that have participated in LTT have moved on from the classroom into leadership roles, such as teacher leaders, presenters at workshops around the nation, teaching graduate courses at our Summer Literacy Institutes, and other leadership roles such as department chairs,
curriculum coaches, cooperating teachers and administrators and even superintendents.

This testimonial from a participating teacher in 2022 speaks to the impact on teacher satisfaction and happiness that 'trickles down' to students:

"What are my takeaways from LTT? We need to connect more. Sitting around and chatting with everyone, feeling like an adult and a learner, does wonders for my psyche. I know that "harder" isn't "better." "They" is nebulous. "They" are not really MAKING me do anything. I know what I'm doing. And kids remember kindness and connection above all. One of my main goals is not to become so burnt out that there's no space left for silliness anymore. The kids matter enough for me to put my own preconceived notions of what perfect curriculum is aside, and just focus on the core: connection and reflection through reading and writing and talking."

This speaks to teacher confidence bolstered by a strong community of learners, that we are here to teach students first and setting goals, to be aware of burn out that is lurking around every corner for teachers as they dodge bullets daily from parent, admin, students etc. It is a very difficult time to be a teacher; we believe LTT keeps some of these teachers in the game and as well as more happily in it.

Impact on the campus

Many of the LTT teachers have become instructors at the UNH Writers Academy (for youth) and the NH Literacy Institute (Summer Literacy). Many others have enrolled in the Master of

Science for Teachers program offered through the Summer Literacy Institute.

Project/Collaboration Title

Educational Talent Search (ETS)

Community Partner Information

Community Partner Name: 15 High Schools & 14 Middle Schools in distinct regions of the State

Community Partner Contact: School Principal signs a 5-year agreement. A list can be provided if needed.

Campus Partner (person, program, department, center, etc.): ETS partners with nearly 15 departments throughout campus, including Outreach & Engagement, Admissions, various Service departments

Purpose of the Community-Campus Partnership

The mission of Educational Talent Search is to prepare academically qualified limited income, first generation New Hampshire youth to complete secondary school and to enroll in and complete a program of post-secondary education. By providing mentoring, tutoring, academic advising, career, college, financial aid and financial literacy information, ETS increases educational opportunities for these youth.

Provide one example as to how reciprocity is enacted through the partnership

We work with low income and first generation students in all of our schools. School counselors recommend students for participation. We collaborate with school counselors to provide support to seniors to be sure that they receive all they need to be able to go on to post-secondary school.

Length of Partnership: 5 years (renewable) Educational Talent Search at UNH has been funded by the US Department of Education to serve students in New Hampshire since 1969.

Number of faculty involved: Variable - typically 3-5 (2023)

Number of staff involved: Currently 8 (2023)

Number of students involved annually: High School & Middle School Students: required to serve 1,160

Grant funding, if relevant: $643,511 annually

Impact on the community

We help to increase the college going rate in the towns and regions that we serve which increases the ability of students to attain jobs that require college degrees and improves workforce availability.

AY 21-22 Achievements
- 99% of ETS seniors graduated
- 63% of ETS seniors graduated with a rigorous curriculum
- 80% of ETS seniors applied for financial aid
- 70% of ETS seniors enrolled in post-secondary education
- 63% of enrolled students completed a degree within 6 years
- 98% of ETS underclass participants were promoted

Impact on the campus

20-30% of ETS seniors who enroll in college enroll at UNH each year.

SECTION 5: Institutional Identity and Culture

Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.

From its mission statement "The University of New Hampshire is the state's public research university, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. Its primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service." In 2019, UNH President James Dean initiated four strategic priorities to guide UNH toward a bold, overarching aspiration – to be among the nation's top 25 public universities in the most important measures of academic performance.

One of the four strategic priorities aspires to "Embrace NH" by working hard to make everyone in New Hampshire incredibly proud of their flagship public university. Students will grow up wanting to come to UNH, and it will be the first choice for the best and brightest students from New Hampshire and around the world. UNH will build collaborations that support New Hampshire's economy and quality of life, sustainability and resilience and will be a trusted, valuable, and consistent partner."

1. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.

Awards and recognition for community-engaged students, faculty, and staff reveal the breadth and depth of such work across the institution and help demonstrate the university's commitment to our engagement mission.

Newman Civic Fellows
Fellows are nominated from the student body by the President for demonstrated commitment to finding solutions to challenges facing communities throughout the country. These students serve as national exemplars of the role that higher education plays in building a better world.

Graduate Student Public Engagement and Outreach Award
Recognizes students who have demonstrated outstanding commitment to engagement, outreach, and/or service. Creativity and innovation in public engagement and outreach efforts and evidence of the impact on community/communities served are award criteria.

Maynard and Audrey Heckel Extension Fellowship
Recognizes Extension Educators for program accomplishments achieved through innovative and creative approaches in at least one of the following areas:

- Involvement of University faculty beyond traditional disciplines in meeting the educational needs of citizens.
- Development and involvement of local leadership in support of programs.
- Assisting and supporting low-income families.

The University Commission on Community, Equity, and Diversity confers awards to recognize work of expanding inclusion and equity and to reinforce how "difference" in any setting brings value and helps each member of our university community thrive.

The Kidder Fund Award recognizes (1) staff member, (1) faculty member and (2) students (undergraduate and graduate) who, through their scholarship, leadership, or outstanding efforts, foster greater understanding of equity and inclusion for the UNH LGBTQ+ community. Awards are distributed during the Pride and Pancake Breakfast held in April.

Diversity Hall of Fame Alumni Award is given to UNH graduates to recognize their accomplishments and commitments to social justice and equity at UNH and beyond.

The Black Pioneer awards honor those who have paved the way for future generations at UNH by being among the first students of color or by advancing enrollment of students of color.

The University Community Scholarship Fund reflects the commitment and dedication of all members of the university community and is awarded to UNH Durham or UNH Manchester students. Awards are based on academic merit and community involvement. The selection committee is particularly interested in community involvement beyond paying jobs and academic requirements.

Each year, the University of New Hampshire selects several outstanding faculty for recognition in teaching, scholarship, and service. Awards for Excellence in Teaching are given in each college and school, and University- wide awards recognize public service, research, teaching, and engagement. The award for excellence in public education recognizes and honors exceptional achievements in public service. Individuals who receive

this award have engaged in outstanding service activities dependent on their academic expertise and that support the university's mission. The types of activities to be honored are related to a candidate's academic field and may include exceptional service to local, state, or federal governments, to non-profit organizations or agencies, to business or industry, and to the university.

2. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.

The university's four institutional wide strategic priorities include "Embrace NH" which outlines the university- wide strategic initiatives that will guide resources and activities to meet this goal. Specifically, the university is committed to achieving this aspiration as a land, sea, and space-grant institution by "expanding and deepening our relationship with NH Businesses, deepening our relationship with NH high schools, being a reliable and trusted partner to NH state government, working to address NH's top challenges, and partnering with the state and state-wide organizations to promote diversity, equity and inclusion across NH."

To address NH's top challenges UNH will focus on four priorities for the state: "developing the state's highly skilled workforce, advancing K12 education, improving health care access and affordability, and supporting a clean environment and energy."

3. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.

"UNH is New Hampshire's university — dedicated to serving citizens, communities and businesses well beyond the borders of our campus." (Brand Guidelines, June 2019).

The university embraces our Land Grant mission as part of our strategic plan ("Embrace NH" strategic pillar) and our organizational structure (Office of Research, Economic Engagement and Outreach, and the Office of Civic and Community Engagement). The engagement work of these offices is regularly highlighted in print and web publications, including the UNH Magazine, SPARK (UNH's research review), Radius (yearly publication of Cooperative Extension), UNH Today (our blog), and the Embrace NH webpage.

The "community" section of the university's website provides additional access to examples of this work and highlights opportunities to volunteer and get involved. Additionally, through the Embrace NH site, visitors are asked "How can UNH work for you" and are encouraged to inquire for ways the university's resources can assist them or their communities.

Our "Across New Hampshire, for all of New Hampshire" advertising campaign promotes this engagement mission through the stories of alumni, students and programs impacting the

state. Through placement on broadcast television and online, we utilize this campaign to promote this brand message to key audiences in New Hampshire and the region.

4. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promote community engagement as a priority.

In 2019 "Embrace New Hampshire" was established as one of the university's four strategic pillars. As a land grant our commitment to New Hampshire has always infused our work and the identification of this work as core to the university's strategy has helped to ensure it remains a primary focus for leaders across the institution.

Later that year, the university Office of Research and the Office of Outreach and Engagement were merged to create a new unit, "Office of Research, Economic Engagement and Outreach (REEO)" charged, in part, with improving partnerships and services with our UNH community and key external constituents. REEO impacts the well-being of the people and places of NH by identifying current and emerging needs and connecting with communities and businesses to develop, support, or facilitate collaborative solutions.

Leadership continues to reinforce the university's commitment to "build collaborations that support New Hampshire's economy and quality of life" through remarks, regular campus updates, media, and events. In 2022, university leadership initiated a bi-annual "Embrace NH Bus Tour," a two-day road trip highlighting the people and projects impacting the communities of New Hampshire. The inaugural trip visited eight communities and six (of 10) counties, and included economic development, agriculture, health care and education related stops. A second trip is planned for May 2023.

SECTION 6: Infrastructure and Finance

1. Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.

Community engagement is coordinated by the Office of Outreach and Engagement (OE) under the leadership of the Vice Provost of Outreach and Engagement. OE structurally reports to the Senior Vice Provost of Research, Economic Engagement and Outreach. The Office of Outreach and Engagement is committed to inspiring a strong, sustainable, and connected New Hampshire through providing youth, adults, and communities with innovative opportunities for education, workforce training, and community development. OE strives to be the hub of connecting partners to university resources and industry and to faculty and staff for engaging collaborations that foster life-long learning, enriching lives,

and strengthening our community.

This "hub" infrastructure is connected across all academic programs. The OE office oversees interdisciplinary and cross institutional engagement with K-12 schools and youth, non-credit continuing and professional education, and community programs. This is accomplished through a K-12 Engagement Council, an Upskilling Advisory Council, and an Outreach and Engagement Advisory Council. Each council has representation from college and relevant centers, institutes, and programs. The Vice Provost of Outreach and Engagement is a member of the President's Leadership Council and the Provost Council. Both councils provide communication and coordination across university executive leadership.

The OE Office has administrative oversight of the major external facing organizations at the university. These include: UNH Extension, UNH Professional Development and Training, the Leitzel Center, the Youth Program Office, Upward Bound and Educational Talent Search, the Civic and Community Engagement Office, the Osher Lifelong Learning Institute and, New Hampshire Sea Grant.

2. **Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.**

As a Land Grant university, UNH devotes significant funding to research and outreach programs designed to bring university expertise and resources to bear on the challenges facing the people and communities of our state.

In FY (Fiscal Year) 2022, the university allocated approximately $18 million for research and public service programs, including Cooperative Extension and the Agricultural Experiment Station. These are permanent funds assuming a steady state appropriation level. In the most recent state budget, the university requested and advocated for a $3 million increase in this funding line to support these programs.

Similarly, in Spring 2021, the Civic & Community Engagement office received donor funds to create a community engagement fellowship program, which funds student experiences with local nonprofits, government agencies, and small businesses, allowing community partners to hire a full-time student employee for the summer at no cost to the partner.

3. **Describe any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.**

Regarding fundraising, in FY 2022, University Advancement hired a fundraiser dedicated to Outreach and Engagement. The same year, the university raised $500,000 to support programs like the Coastal Research Volunteers Program, Nutrition Connections, and Master Gardeners, each key examples of community engagement

New Hampshire 4-H is a community of dedicated supporters creating life-changing opportunities for youth across all NH counties. Last year, NH 4-H reported $95,000 raised through program fees, endowment earnings, and other contributions. Annual gifts are directed to program accounts benefiting all county-based 4-H programs.

Marcy Carsey's 2013 gift of $20M to UNH established the Carsey School for Public Policy. The school educates and invigorates young people to serve in public policy. The gift built on Carsey's May 2002 gift of $7.5M that established the Carsey Institute which conducts policy research on vulnerable children, youth, and families and on sustainable community development, and provides policy makers and practitioners with resources needed to effect change in their communities.

The Hamel Honors and Scholars College is set to open in fall of 2024 following a $20M gift from Dana Hamel. Support will significantly expand in-class and extracurricular opportunities for honors students and Hamel Scholars. Hamel Scholars become active, engaged leaders in the UNH Community, building their skills and confidence to lead in communities throughout the state after graduation. In total, Dana Hamel has contributed over $30M to the Scholars Program.

Over $2M was given to the Holloway Prize Competition. Established in 1988, the competition recognizes students who conceptualize, develop, and pitch the most compelling proposals to bring a product to market and awards students approximately $100,000 in cash and prizes every year.

A $1M gift was given to the Paul College Diversity Fellows program. This program aims to strengthen diversity, equity, and inclusion in the community and academic programs as well as prepare our students to work successfully in increasingly diverse workplaces.

Finally, the John Small Community Fellowship program, funded through a significant donation of $2M, provides opportunities for NH students to apply what they learn in the classroom to important needs at the local level by supporting paid positions with community organizations and businesses. These fellowships combine students' academic pathways with service to enhance both student growth and the common good.

Specific to grants and external funding, UNH leads the NH EPSCoR (Established Programs to Stimulate Competitive Research) program, which helps build research capacity at institutions across the state. Recently, NH EPSCoR was awarded a $20M Research Infrastructure Improvement award to create NH BioMade administered by UNH. As a result of the university's leadership, this program has awarded:

- $1,204,011 in research grant funds to faculty with industry partners
- $139,712 in education seed grant funds to benefit students and teachers
- $162,500 in scholarship funding to support 22 students interested in completion of a bachelor's degree in bioengineering or biotechnology
- $262,485 in stipends to 28 students and 3 teachers who participated in undergraduate research training under mentorship of NH BioMade faculty and research scientists

4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):

    a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.

    b. Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.

    c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.

Through the UNH Foundation, the university invests in the NH Community Loan Fund, which provides loans, capital, and technical assistance to enable traditionally underserved communities and people to participate more fully in New Hampshire's economy.

The university system encourages employees to become involved in their communities by providing voluntary support of programs that positively impact the quality of life within their community. An employee may take up to 8 hours of paid time per fiscal year to participate in a volunteer opportunity.

UNH takes this a step further by maintaining a 12-passenger van to transport our volunteers to service sites around the state. Volunteers are a valuable part of our work and are integral to developing and delivering programs and our engagement in the greater New Hampshire community.

Hiring

UNH does not directly align hiring practices with local economic and community development agendas. However, there are examples of indirect alignment.

UNH may not have a formalized process for including partners in the hiring process, but it is informally increasing the practice in various parts of the campus. For example, the search committee to hire a dean in a college division also included a community partner. A range of partners are invited to attend open-campus dean candidate presentations. The committee to hire the Dean in the College for Engineering and Physical Sciences (CEPS) included an advisory board member from the community. Both the CHHS and Paul Dean searches last year included members of their external advisory boards in the search process. The most recent Paul associate dean search included an interview with the college's DEI committee, which includes both internal and external stakeholders. UNH Extension also works with advisory councils of clientele and business stakeholders to determine needs, develop position descriptions, and provide feedback during hiring. For the Associate Dairy State Specialist, advisory council members were invited to county presentations and provided valuable input during the hiring process.

Top business leaders from across the state partner with UNH on efforts to advance economic development and increase the state's skilled workforce in the state as part of an advisory council working directly with UNH President Dean. Through these collaborative discussions, communities help guide the creation of curricular and co-curricular programs.

Purchasing/Procurement

The University System of New Hampshire has consolidated its procurement organization and now provides system-wide procurement services as part of a system-wide procurement strategy. As part of a streamlining of our system-wide procurement organization, the University System has implemented technologies and processes that simplify competing for university contracts and doing business with the university, which also supports the engagement of local and small businesses. This includes:

USNH utilizes an online bid portal to ensure that all bid opportunities are easily accessible online and are free from excessive requirements not included in standard RFPs (Request for Proposals), ensuring that local and small businesses have the maximum opportunity to participate.

The University System is implementing PaymentWorks to streamline onboarding and managing supplier information, including expedited electronic payment setup. PaymentWorks will also mitigate risks associated with fraud and protect our suppliers and USNH. This solution will reduce the administrative overhead required for small businesses and individuals to partner USNH as a supplier.

The University System is evaluating options to implement a data validation and enrichment service that will allow USNH staff engaged in procurement activities to directly identify small and diverse businesses from within our eProcurement solution. This will allow multiple small purchases towards small and diverse businesses when a master contract is not in place.

The University System recently elevated its informal bid threshold, allowing small and local businesses to engage more easily on various small purchases where master contracts are not in place. USNH ensures reasonable prices are being paid but this process is less administratively burdensome for suppliers than the bid process.

Local Property Acquisition and Real Estate Development

In 2002, the University and the Town of Durham established a mutual coordination and communication process regarding planning for university projects to facilitate a more cooperative, inclusive, and collaborative process concerning University property acquisition and real estate development and their impacts to the Durham community. This agreement guides the working relationship between the Town Planner and the University Director of Campus Planning. The Memorandum of Understanding (MOU) between UNH and The Town of Durham regarding Long Range Plan Coordination & Communication was updated in 2015 to reflect the current UNH internal assignment of responsibility and coordination and communication practices around property purchases and long-term planning that have emerged since 2002.

Campus's participation in a local Payment in Lieu of Taxes (PILOT) program

In 2022, UNH made $4,092,203 payments in lieu of taxes. This includes $212K in scholarships and educational services for local youth; $170K per year for tuition waivers to the Oyster River School District teachers and
$9,872 in land protection.

The university seeks to strike an appropriate balance between taxes, voluntary payments in lieu of taxes and funding direct mission-related programming in our neighborhoods.

5. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically marginalized communities.

UNH does not provide external fiscal support to minoritized groups. Instead, we provide consultation, education, and training where appropriate.

SECTION 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment

1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

Over the past three years, UNH has conducted research among New Hampshire residents to better understand their perceptions of UNH's engagement.

In 2020, the Outreach and Engagement Advisory Council coordinated with the Vice Provost of Outreach and Engagement to create community impact assessment metrics. The UNH Survey Center included eight questions in its October 2020 Granite State Poll to better understand the attitudes of New Hampshire residents and their interactions with UNH. Nine hundred thirty-three (933) Granite State Panel members (NH residents) completed the survey.

In 2021, in partnership with the UNH Survey Center, UNH conducted quantitative and qualitative research for assessment of New Hampshire residents' perceptions of UNH. The survey was fielded online among 533 Granite Panel members (NH residents). Following the quantitative research, four online focus groups were created among 33 NH residents who had direct or indirect affiliations to UNH. The report outcomes provided key takeaways of how UNH can build on and leverage a positive pre-disposition and showcase visibility and direct impact in the community.

The responses also inform the university's understanding of how the community perceives UNH's engagement with the community.

The Office of Outreach and Engagement, in partnership with the university's central

marketing department and the NH Impact Advisory Council, helps university-level engagement leaders and college-level administrators collaborate. Council members include university level engagement leaders, dean/directors of Cooperative Extension, and directors/vice provosts of other community engagement units. This group improves impact reporting, goal setting and evaluations to better promote our engagement work. This group is ensuring future polling includes questions relevant to the Outreach and Engagement mission annually.

2. Describe how the institution maintains systematic campus-wide tracking or documentation to record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

The University of New Hampshire tracks rich engagement activity data in several ways. The responsibility for the annual tracking of campus-wide data is shared by the Vice Provost of Outreach & Engagement through the Office of Outreach and Engagement (OE), the Public Affairs Office, and by the Dean's offices for each academic college. Several technology tools are used to maintain and track community engagement from across the university. The data collected is used for multiple purposes including evaluating demographic access to university sponsored programs, participant needs assessment data to shape current and future programs, coordinate business and public affairs engagement across the university, and to inform enrollment strategies for non-credit, undergraduate, and graduate degree programs. The primary methods by engagement type are described below.

Youth Engagement

Youth engagement is primarily tracked via the UNH Youth Program Office situated within OE. Enrollments are processed via Destiny One (registration platform) and managed through the customer relationship management tool Salesforce through a dedicated OE instance.

General Community Engagement

Annually, approximately 140,000 NH residents engage with UNH through UNH Cooperative Extension. These engagements are processed via Destiny One, managed through Salesforce, and the data is shared in the OE Salesforce instance.

Annually, approximately 30,000 participants enroll in non-credit professional and continuing education. These engagements are tracked via Destiny One, managed through Salesforce, and the data is shared in the OE Salesforce instance.

Elected Officials and State Agency Engagement

UNH engagement with elected officials and state agencies is tracked by Salesforce, and the data is shared in the OE Salesforce instance.

Faculty Engagement

The university uses an annual Faculty Activity Report (FAR) that collects various metrics including engaged scholarship and community engagement. The FAR system's backbone is MyElements via the Symplectic technology platform. Currently the FAR is optional. Faculty not using the FAR provide annual reports through their academic department.

Corporate Business Engagement

Corporate business partnerships are tracked and coordinated through the Research, Economic Engagement, and Outreach Office. These relationships are managed using Salesforce as well as a Partnership Council.

3. **For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented)?**

Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) to create and apply knowledge to address societal problems and enrich student learning.

In the university's 2010 strategic plan an intention was set to become "a national leader in the emerging effort to create a genuinely seamless understanding of scholarship, one that affirms the essential interconnectedness of teaching, research and engagement."

In Fall of 2020, the Research and Public Service Committee (RSPC) of Faculty Senate was charged with formulating a precise and practical definition of Engaged Scholarship in the context of the diverse and varied faculty contributions to engaged scholarship at UNH. Towards this important goal, the RSPC researched concepts, definitions, and opinions regarding engaged scholarship, its definition, role, and valuation at universities throughout the US (including UNH) and developed recommendations for how this type of faculty activity should be viewed, approached, and addressed in Promotion and Tenure documents at the university, college, and departmental levels.

The following definition was proposed and approved in 2022 by the UNH Faculty Senate: "Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning."

In addition, the following actions were put forward:

UNH Promotion & Tenure (P&T) Guidelines for Tenure-track (and equally the Promotion Guidelines for Research, Clinical, and Extension) faculty be modified to include engaged scholarship explicitly under pertinent sections.

College P&T Documents be modified to include in their guidelines for promotion and tenure

a definition of engaged scholarship, expectations, and methods of evaluating engaged scholarship.

Department P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, and expectations for engaged scholarship.

Faculty Activity Reports for all faculty (including non-Tenure-track faculty) be modified to encourage faculty to report their engaged scholarship activities (if any). Such activities will not be required but will be considered as a formal component of the evaluation for those who choose to include it.

4. **Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.**

UNH's 2019 New Hampshire Impact Survey was conducted by the UNH Survey Center. This study evaluated a baseline of UNH's engagement across the state with K-12 education, healthcare, environmental sustainability, workforce development, and business partnerships.

Data received from this assessment and from drawing on input from UNH community members, Embrace New Hampshire was established as one of the university's four strategic pillars.

Following the 2019 assessment of our outreach programs and the most critical needs facing NH, UNH is focused on the following four priorities: developing the state's highly skilled workforce, advancing K-12 education, improving health care access and affordability and supporting a clean environment and energy. Among these initiatives is the Health Sciences Simulation Center, a $9 million state-of-the art facility opened in November 2021 with major funding from the state of New Hampshire. The center will double the number of UNH graduates in nursing and clinical disciplines.

In 2021, with the shift in focus on the Embrace New Hampshire program, it was important to gain a better understanding of New Hampshire residents' perceptions of higher education and the University. To this end, UNH and Brodeur Partners conducted quantitative and qualitative research. UNH used the results of the survey to inform current and ongoing community engagement work.

In a continued effort to "Embrace NH," in 2021 UNH surveyed faculty and staff to determine a comprehensive understanding of university's research, teaching and outreach activities in response to the widespread impact of the COVID-19 pandemic.

These survey results revealed, for example, that UNH administered over 700,000 COVID tests on its 3 campuses. The state-of-the-art COVID testing lab opened in the Fall 2020 to handle tests from students, faculty, and staff. Lab technicians worked with UNH students, who gained hands-on experience, during the global health crisis.

Since its inception as a campus resource, the lab became one of the state's most important tools in controlling COVID-19, expanding its testing services to over 40 long-term care facilities and an increasing number of K-12 schools in the state. The lab processed samples from a wide range of ages, including the state's most vulnerable population at both ends of the spectrum.

5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?

Community engagement data is gathered and used for various purposes, including accreditation, program review and promotion and tenure decisions to support the university's strategic plan, and to measure resident perceptions.

UNH is accredited by the New England Commission of Higher Education (NECHE). The university is currently preparing it's latest reaccreditation application and is highlighting innovative programs – such as the Teacher Residency for Rural Education Program – that offer students unique opportunities and model the educational impact of their degrees on local, national, and global communities (Standard 8).

In addition to university accreditation, every academic department completes the Academic Program Review (APR) process once every 10 years. APR asks departments to describe how the department's mission is fulfilled through its programs, including research and outreach and engagement activities. The process also assesses faculty participation in university service, outreach, engagement, and public service. Like accreditation, the APR process includes a mid-cycle update requirement.

Faculty reporting is done through myElements, a research information system that automatically collects data related to research and scholarship using open data sources and licensed library databases. The system also allows faculty to input information related to grants, teaching and service. Recently, in response to updated expectations for engaged scholarship established by the Faculty Senate, faculty have also been encouraged to report their engaged scholarship activities through myElements. This data supports promotion and tenure and departmental, university, state and federal reporting at all levels.

Prior to the development and implementation of the university's current strategic plan, a state-wide initiative was undertaken to identify the key issues facing our state in collaboration with the UNH Business Advisory Council, USNH Board of Trustees, and state-wide forums held by the UNH president. That work identified a need to focus on developing the state's highly skilled workforce, advancing K-12 education, improving healthcare access and affordability, and supporting a clean environment and clean energy.

A systematic university survey of community engagement within these key areas was conducted to establish a campus-wide baseline of how the university is responding to and impacting these priorities. This data helped the university frame the "Embrace NH" strategic

priority, supporting initiatives and performance metrics.

UNH has conducted research among state residents to better understand their perceptions of UNH's engagement with the community. In 2020, the Outreach and Engagement Advisory Council coordinated with the Vice Provost of Outreach and Engagement to field eight questions in October 2020 Granite State Poll to better understand the attitudes of New Hampshire (NH) residents and their interactions with UNH. In 2021, the university conducted qualitative and quanitative research to assess residents' perceptions, which included focus groups of residents with and without UNH affiliation.

Both surveys consisted of summative scale and open-ended questions. The responses inform the university's understanding of how the community perceives UNH's engagement. The NH Impact Advisory Council ensures future polling includes questions relevant to the Outreach and Engagement mission annually, and works to improve impact reporting, goal-setting, and evaluations to better promote our engagement work.

SECTION 8: Outcomes and Impacts

1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding.

For-credit classes are assessed at the program level. There are several degree programs with community engagement as part of its learning outcomes. An example is Recreation Management & Public Policy: Program and Event Management option.

Students graduating from the program demonstrate the following entry-level knowledge:

- the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries
- techniques and processes used by professionals and workers in these industries
- the foundation of the profession in history, science, and philosophy

Students graduating from the program show, through a comprehensive internship of at least 400 clock hours, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Learning Outcomes:

- Students will know and demonstrate the nature and scope of the recreation, events, and tourism profession and their associated industries

- Students will know and demonstrate the techniques and processes used by professionals and staff in the recreation, events, and tourism industry

- Students will know and demonstrate the foundation of the recreation, events, and tourism profession in history, science, and philosophy

- Students will demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences that embrace personal and cultural dimensions of diversity

- Students will demonstrate knowledge about operations, strategic management, and administration in recreation, events, and tourism organizations

- Students will demonstrate the potential to succeed as professionals at supervisory or higher levels in recreation, events, tourism, through participation in structured practicum and internship experiences Assessment: Internship site-based supervisors rate the intern's performance surrounding preparedness for full- time work through a Qualtrics survey.

These assessments are not only used to look at student performance and to offer evidence of student learning in the curriculum but also to provide information about program strengths and weaknesses and guide decision making.

Result: The results of this measure indicated that the program has exceeded its target of having more than 80% of students rated as prepared or very prepared for full-time work. Approximately 92% of interns were rated as prepared or very prepared for full time work by their internship supervisor.

Other Measures of Program Quality (2020-2021)

Quality of Instruction: The average student rating of the quality of instruction in our undergraduate classes during Fall 2020 was 4.88 on a 5-point scale. Due to COVID-19, faculty were asked to opt in for Fall 2020 semester. In Fall 2022, a new teaching evaluation process was adopted, and aggregate data has not been released as of Spring 2023.

Internship Performance: Intern performance evaluation results exceeded expected levels. Approximately 92% of internship site supervisors reported that they agree or strongly agree that their internship student was prepared. 100% of site-based supervisors reported they were either satisfied or very satisfied with the intern, demonstrating value of the program and competency of the student interns.

2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description.

Considerable progress has been made in all programs having quality assessment spans that verify processes of ensuring academic quality and continuous improvement. UNH has developed a centralized repository for academic program reviews, self-studies for external accreditation, student engagement surveys, and program assessment plans. This provides the ability to ensure all programs participate on an ongoing basis. The university is piloting new methods for collecting student feedback on courses.

The institution provides clear public statements about what students are expected to gain from their education academically and, as appropriate to the institution's mission, along other dimensions (e.g., civic engagement, global awareness). Goals for students' education reflect the institution's mission, the level and range of degrees and certificates offered, and the general expectations of the larger academic community.

3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment.

In December 2022, all academic programs were instructed to collect data and are expected to explain what evidence is used in program self-study, to determine how well the program is delivering its academic intentions (e.g., information on student learning outcomes). This will include describing any changes made as a result of the self-study.

4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co- curricular experiences that are community engaged, and describe one key finding of each.

There are a variety of ways that the university tracks co-curricular experiences that are community engaged. For example, the office of Civic and Community Engagement provides co-curricular opportunities. This office's vision is threefold: that UNH will attract and retain service-minded students; that UNH will serve as an asset to the surrounding communities; and that all UNH students will graduate as engaged citizens with the skills and intention to be active in strengthening their communities. The office provides a web-based registration portal, UNH Serves, that populates community volunteer opportunities entered by NH based organizations and matches those opportunities to interested undergraduate students. The UNH Serves portal is a new initiative. This information will be used by academic affairs to track high impact experiences and co-curricular activities in an effort to improve educational outcomes and university engagement.

Peter T. Paul College of Business and Economics First-year Innovation and Research Experience (FIRE) program is a game-like experience that encourages freshman students to become immediately involved in campus life alongside a small team of other first-year students.

Through FIRE, students said they developed a better understanding of life at UNH and Paul College, practical skills needed to succeed as a college student and beyond, the importance of mentorship and the value of our community, how to be a part of an effective team, academic support services to help explore potential majors and minors, career resources to help identify internship opportunities and fields of interest, and how to present a business plan and the corresponding research.

The core of the FIRE program is the direct connections made between first-year students and upper- class student advisors. Each team is also matched with an alumni mentor who helps them develop important professional skills like resume writing, networking, and communication.

This gamified program allows students to earn micro-credentials or digital badges corresponding to validated skills developed through FIRE. The FIRE Library Research Basics digital badge is one example. The earner of this badge has completed an orientation to library research at UNH. Another indicator is the FIRE Market Research Basics digital badge. The earner of this badge has completed learning modules focused on conducting secondary market research. Earners are oriented to three types of market research- consumer, industry, and competitor.

Data collection and end of semester program evaluation is designed to support ongoing improvement needed to ensure academic, involvement, and community segments of FIRE students' experiences on campus. Key findings from FIRE participants (n=535) in 2021-2022: 80% agreed the program helped them succeed academically; 82% agreed FIRE will help then succeed professionally; 70% indicated they became more involved in the community due to program participation.

5. Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community indicators and describe one key finding of each.

Prior to the development and implementation of The Future of UNH: Four Strategic Priorities, a state-wide initiative was undergone to identify the key issues facing NH. These key issues were determined through engagement with the UNH Business Advisory Council, USNH Board of Trustees, and state-wide forums held by the UNH President. Following these need assessments of the most critical issues facing New Hampshire, UNH decided to focus on four priorities for the state: developing the state's highly skilled workforce, advancing K-12 education, improving health care access and affordability and supporting a clean environment and clean energy.

To evaluate a campus-wide baseline of how the university is responding to and impacting these key NH priorities, a systematic university survey of community engagement within these key areas was conducted. The survey had a response rate of 41%. The results indicated significant engagement with external partners across the state of NH. For example, 71% of respondents indicated their work related to community engaged K-12 and adult educational programs, 50% focused on partnerships that addressed the economy and workforce, 33% focused on environmental and energy issues, and 22% partnered to address healthcare. With a focus on research the survey found that 36% of basic research included a public or private partner, and 75% of applied research included a public or private partner. When analyzing the geographic coverage of UNH sponsored activities we found that 80% of partnerships and programs occurred within a 30-mile radius of the Durham campus.

This data helped the university frame the Embrace NH strategic priority to support initiatives and performance metrics. For example, in fall 2022, UNH leaders embarked on a two-day tour of the state to meet with business and local leaders, community organizations and residents to discuss how our partnerships are supporting NH's quality of life, and to gather ideas for deepening our efforts to share UNH talent, expertise and resources across the state. Among initiatives to improve our partnerships in healthcare, the Health Sciences Simulation Center, a $9 million state-of-the art facility opened in November 2021 with major funding from the state of New Hampshire. The center will double the number of UNH graduates in nursing and clinical disciplines.

To strengthen the engagement of our undergraduate students with state-wide organizations, UNH introduced the Small Family Community Fellowship in 2021 to provide opportunities for UNH students to "Embrace NH" by applying what they learn in the classroom to real-world needs at the local level, through paid positions at New Hampshire businesses and community organizations.

6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each.

UNH is a Platinum designated Sustainability Tracking, Assessment & Rating System™ (STARS) charter institution. The STARS program is administered by the Association for the Advancement of Sustainability in Higher Education (AASHE). The program is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. As a STARS institution, UNH has a university-wide commitment to sustainability and ongoing improvement. This designation program provides a systematic, campus-wide, framework for understanding sustainability in all sectors of the university from research and teaching to community engagement.

Faculty teaching and research is systematically assessed for the degree to which sustainability principles and/or goals are incorporated into their curriculum and scholarship. In 2021, nearly 20% of courses were sustainability- focused or sustainability-inclusive which represented 87% of academic departments. From the same reporting year, 35% of faculty were engaged in sustainability inclusive research.

To incentivize faculty to include sustainability in their teaching and research, the UNH Sustainability Institute launched a university-wide annual sustainability awards program. The program seeks to celebrate and incentivize research and scholarship, curriculum development and teaching, campus initiatives and culture, and external engagement activities and achievements that best embody the principles and practices of sustainability.

7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each.

UNH has many assessment mechanisms designed to shed light on the outcomes and impacts of its community engagement activities for the university. These disparate efforts—which range from high-level, overarching measures (e.g., a campus climate survey, the National Survey of Student Engagement) to very granular, program- level surveys (e.g., for the multiple UNH Fellowship and internship programs that place students with community partners)—provide rich and valuable perspectives on the benefits and challenges of community engagement at the university and drive continuous improvement efforts.

One example of a systematic, campus-wide mechanism for assessing community engagement outcomes and impacts on the campus is UNH's ongoing participation in the AASHE (Advancement of Sustainability in Higher Education) Sustainability Tracking and Rating System (STARS). UNH uses STARS to assess, measure, and improve our sustainability practices—and since the transdisciplinary, collaborative, cross-sectoral and applied nature of community engagement makes it integral to advancing sustainability on and beyond campus, STARS tracks a range of community engagement outcomes and impacts.

Among other things, these include the degree to which the UNH campus itself, as well as the "campuses" (literal and figurative) of the community partners with whom we engage, are used as a "living laboratories" for students and faculty to co-create knowledge, and the degree to which that co-creation advances sustainability impacts in those places and creates positive change. UNH STARS's performance is one of the nine Academic Performance Metrics by which we regularly evaluate our progress toward our larger institutional goals of enhancing student success and well-being, embracing New Hampshire, expanding academic and research excellence, and cultivating financial strength. STARS looks across the university, including all colleges, our Extension, Research and Innovation units, and our Facilities and Auxiliaries.

The STARS assessment has allowed UNH to track important campus community engagement outcomes, for example:

Additional funding as a result of growing partnership demand from K-12 schools, businesses, and nonprofits. For example, with more than half of NH schools participating in the Farm to School program coordinated by UNH, and more than 900 individuals from 10,000 organizations across the country participating in the 21-Day Racial Equity Habit Building Challenge developed by Food Solutions New England, a UNH initiative.
The changing degree to which UNH students, alumni, staff, and faculty have a shared

understanding of, and commitment to, sustainability on and beyond campus. This had been increasing over time, but declined in recent years, due to the ways in which the Covid-19 pandemic disrupted many of the university's community engagement programs and strategies.

It has also highlighted (and helped to create) some valuable community engagement impacts for the campus:

Resources, knowledge, and capacity gained through community partnerships are directly and significantly helping us reduce our campus carbon footprint and improve energy efficiency.

The focus on working with partners to create "living laboratories" for improving sustainability outcomes in organizations is increasing and enhancing high-impact scholarship opportunities.

Community engagement around sustainability leadership has increased competitive differentiation, visibility, and student/staff recruitment opportunities for UNH.

8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.

The UNH Serves portal provides an institutional database of partner organizations, demographic reach, and student volunteer hours. This information will be used by academic affairs to track high impact experiences and co-curricular activities in an effort to improve educational outcomes and university engagement.

The Peter T. Paul College of Business and Economics First-year Innovation and Research Experience (FIRE) program information is used to help create viable student success goals and monitor progress toward achieving equity to improve educational outcomes for all students. Findings are shared with the associate dean every semester, as well as other program coordinators, the undergraduate programs office, and the peer advising cohort.

Each semester trends are identified, and practices are implemented to work on challenges the FIRE program is hoping to overcome. This includes changes to the syllabus, assignments, events, and classroom practices that are relevant to a new generation of learners. For example, in the past year, FIRE has evolved to meet the needs of incoming students whose high school experience was severely impacted by remote learning and COVID-19 burnout. Major academic themes from this past semester, fall 2022, and last academic year included: desire to connect with fellow students, lack of agency to meet deadlines, problem-solving skills, and self-advocacy. To maintain alignment with the FIRE program's goal, focus was shifted to building stronger relationships in the classroom, emphasizing the importance of due dates, and providing structured tools for the Grand Challenge aimed at developing problem-solving and group dynamics.

A state-wide assessment was conducted to identify key issues facing NH. Drawing on input from thousands of UNH community members, this data helped the university frame the Embrace NH strategic priority, supporting initiatives, and performance metrics. Embrace NH metrics are disseminated across campus through an online portal and are used in the development of audience-centered materials and resources, and web-based tools that translate data into information accessible to a wide range of audiences.

The Sustainability Tracking, Assessment & Rating System™ (STARS) program is a transparent, self-reporting framework for colleges and universities to measure sustainability performance.

It's designed to provide valuable insights into areas of strength and weakness, driving best-in-class sustainability standards in higher education. The data points earned in each category provide an indication of our university's strengths and areas for continued improvement. Data from published STARS reports can be accessed to conduct benchmarking with peers, gap analysis, and longitudinal analysis. The repository is open to all faculty, staff, students, and affiliates of UNH and has allowed UNH to track important campus community engagement outcomes and has highlighted valuable community engagement impacts for the campus.

9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only "high impact" practice in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.

The First Destination Survey (FDS) is an annual tool that helps the University of New Hampshire learn how graduates are doing after they receive their degrees. The FDS is administered by UNH Institutional Research and Assessment in partnership with UNH Career and Professional Success. The survey is done following the National Association of Colleges and Employers (NACE) standards and protocols. Responses may be used to improve how we serve students in pursuit of their goals, to help enhance the value and prestige of a UNH degree by enabling us to maintain top-notch programs, to attract talented new undergraduates, and to promote our graduates' success. The results of the survey are used in several ways by academic leaders. One use is evaluating the participation rates in high-impact practices of undergraduate students over their four-year course of study. The data can be visualized using Tableau to compare rates of participation between colleges, across degree programs, and in relation to time to graduation. This data has been used to evaluate first generation, low- income, and underrepresented student populations and their participation in high impact practices and undergraduate research. The FDS is an important mechanism to identify barriers to participation in high-impact practices including undergraduate research experiences and to identify opportunities to provide equitable access to these programs.

10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.

UNH has DEI (Diversity, Equity, and Inclusion) dashboards with disaggregated data for employees and students for race/ethnicity and gender. Other dashboards account for race/ethnicity and gender as it relates to faculty status (i.e., tenured, or non-tenured; clinical, adjunct, assistant, associate, full professor). Additional dashboards account for student racial and gender representation in specific colleges and within specific majors. Some of the dashboards are public facing and accessible to the greater campus community while others are specific to the role of the Chief Diversity Officer.

Dashboards can be created and customized to meet user needs, so once courses are identified that meet the definition of "community engaged," the office of Outreach and Engagement is able to work with academic deans, human resources, and the Registrar to ascertain disaggregated data for faculty assigned to those courses and for students enrolled in those courses.

SECTION 9: Faculty and Staff

1. Describe professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who seek to develop or deepen community engaged approaches and methods.

UNH provides faculty and staff professional development to enhance community engagement through several offices across our three campuses. This focused professional development helps to enhance knowledge and skills in community engagement and outreach.

Since its inception in 2010, the "UNH Research and Engagement Academy (REA)" has supported 214 Faculty Scholars and 60 Scholarly Coaches (senior faculty) interested in enhancing their scholarly agenda by building community-engaged partnerships and securing external funding. The semester-long program fosters a learning community of workshops, interaction with colleagues, and coaching through the grant-writing process.

The "Research Communications Academy (RCA)" trains faculty members, postdoctoral researchers, graduate students, and research-related staff to communicate effectively with

a broad audience through a series of trainings and workshops. The RCA supports about 25 participants from several disciplines annually and includes a two-day workshop led by the Alda Center for Communicating Science.

Similarly, "Faculty Engagement with Alumni" equips faculty with the tools for connecting with the alumni community, from communicating complex research stories to lay people to conversation building through key questions, and information to sharing. Faculty Ambassadors engage alumni in various sponsored social events and webinars on campus and in the community. Since 2019, over 115 faculty and lecturers have participated.

"Racial Equity Community of Learning" focuses on learning, reflection, and acting in the community. Students, staff, and faculty work together to build the skill and will to address racial inequities, using the 21-day Racial Equity Challenge tool. 15 faculty participated in the program between 2020-2021 and have been encouraged to embed the challenge into their courses.

"Broadening Participation in Research" is a three-part series offered by the UNH Research, Economic Engagement and Outreach Office and the Graduate School to explore, among other topics, strategies to expand the impact of research activities through engagement with the broader community. Partner units discuss opportunities to reach diverse groups of current and future students and leverage existing UNH resources to improve continuing and professional education, K-12 program development, community health, rural economic development, sustainable food, agriculture, and more.

"Collaborative Research Excellence (CoRE)" is an annual seed funding competition to reinforce a culture of collaboration. Since 2017, CoRE has supported 83 interdisciplinary teams of 462 UNH participants and 78 external collaborators. Those teams have engaged over 8,000 academic, community, and industry partners, directly impacting the numerous sectors of the state's economy, including public health, STEM education, agriculture, manufacturing, and more.

Finally, as a national leader in sustainability, UNH embraces the framework of the United Nation's Sustainable Development Goals, which includes strong links to community engagement. Since 2020, 50-70 new full-time faculty are introduced to sustainability through the Sustainability Institute (SI) leadership program during New Faculty Orientation and the First Year Friday's workshop series. Throughout the year, SI provides individual consultations to faculty who seek support in integrating community engagement into their teaching or scholarship.

2. **In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement:**
- Professional development programs Facilitation of partnerships
- Remote/on-line community engagement Student teaching assistants
- Planning/design stipends
- Support for student transportation

- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria
- Program grants
- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

Professional development programs that support community engagement and engaged scholarship

The Research and Engagement Academy supports UNH faculty (tenure-track, extension, and research) interested in enhancing their scholarly agenda through external funding and partnership in a semester long learning community of workshops, interaction with colleagues, and coaching through the grant writing process. The curriculum focuses on mapping scholarly agenda and how to secure external funding for your research and building community engaged partnerships. The content on building community engaged partnerships is woven throughout the academy in several diverse ways, including Boyer's model of scholarship, Principles of Partnership, a Faculty Panel on partnerships, round tables of resources that support partnerships (broader impacts), and engagement with team partners after grant submission.

Faculty Engagement with Alumni is a program that supports community connections. Through workshops faculty learn tools for connecting with the alumni community from communicating complex research stories to lay people to conversation building through key questions and information to sharing. Faculty Ambassadors engage alumni in various sponsored social events and webinars on campus and in the community. The Alumni pride is strengthened when they learn about faculty's ground-breaking research and contributions to the global knowledge economy, keeping UNH relevant in their lives.

Research Communications Academy trains faculty members, postdoctoral researchers, graduate students, and research-related staff to effectively communicate with a broad audience. Launched in 2019, the Research Communications Academy is hosted annually by the Office of Research, Economic Engagement, and Outreach, NH EPSCoR, and the UNH Graduate School. It provides intensive communications training to UNH participants each year representing a breadth of schools, colleges, institutes, and disciplines. The curriculum includes a two- day workshop led by the Alda Center for Communicating Sciences, followed by a series of additional trainings and workshops, and participation in public research communication opportunities such as UNH's "3 Minute Thesis competition" or "Sips of Science."

Broadening Participation in Research is a three-part series offered by the UNH Research, Economic Engagement and Outreach Office and the Graduate School to explore, among other topics, strategies to expand the impact of research activities through engagement with the broader community. Partners from UNH Extension, UNH student organizations, UNH graduate school, and the research community discuss opportunities to reach diverse

groups of current and potential future students and leverage existing UNH resources to improve continuing and professional education, K12 program development, community health, rural economic development, sustainable food and agriculture, and more.

Collaborative Research Excellence (CoRE) is an annual seed funding competition intended to reinforce a culture of collaboration. Launched in 2017, CoRE has supported 83 interdisciplinary teams comprised of 462 UNH participants and 78 external collaborators. Those teams have engaged over 8,000 academic, community, and industry partners through conferences, workshops, courses, presentations, etc., directly impacting New Hampshire public health, digital literacy, STEM education, agriculture and the environment, manufacturing, community economic development, and more.

Facilitation of partnerships

UNHInnovation is currently in year 3 of leading a U.S. Small Business Administration (SBA) initiative called FOSTER (FOcused SBIR/STTR Teaching, Equity and Results) to increase proposals for SBIR (Small Business Innovation Research) and STTR (Small Business Technology Transfer) grants in the state of New Hampshire. SBIR and STTR grants represent a valuable source of non-dilutive research & development funding for New Hampshire small technology businesses with less than 500 employees. FOSTER also includes an important mandate to support underserved communities such as women- and minority-owned businesses and rural as well as socially-economically disadvantaged companies.

FOSTER's success is tied to taking a cross-organizational, community-based approach. Given the size and rural nature of NH, outreach requires a strong partnership ecosystem. Equity including supporting underserved SMEs (small and medium enterprises) is a critical component of the program. We utilize two primary approaches to achieve this partnership approach including:

Implemented a nine-member, collaborative Program Management Office with entities from across the state including the NH SBDC (NH Small Business Development Center), the state Procurement Technical Assistance Center (PTAC), and UNH Extension in addition to UNH Innovation.

To reach state SMEs, UNH established an ambassador network of over 40 representatives from 10 organizations. Further outreach targeted 60+ organizations (15 targeting underserved communities) with 500+ participants so members can be made aware of FOSTER. Examples of partners include NH Tech Alliance, SCORE, the Center for Women & Enterprise, New Day Ventures and the Department of Veterans Affairs.
FOSTER offers small NH businesses a variety of services including grant identification, training, advice, and proposal development support. A speaker series highlights entrepreneurs who have navigated the SBIR/STTR application process as well as other agencies in the SBIR/STTR process such as APEX, which focuses on assistance with Air Force specific SBIR/STTR applications.

Since program launch, FOSTER has aided well over 100 companies. Assistance has also included coaching, helping on teaming arrangements, and referrals. To date, well over $1

million of new funds have been brought into the state to help startups and smaller companies move to the next stage of development.

Training to understand diversity, inclusion, and equity related to community engagement

In fall of 2020, Nadine Petty, UNH chief diversity officer, met with Extension's marketing team who were tasked with marketing their EBT SNAP Benefits program to underserved populations in New Hampshire. Petty provided consultation/training on how to market the program without unintentionally creating or perpetuating negative stereotypes about people of color, low(er) income people in New Hampshire, or people who utilize SNAP benefits in general.

Cooperative Extension actively works towards educating/training their employees and volunteers in cultural proficiency (CP) and DEI. They created the Cultural Proficiency Committee (CPC) to reach that goal. In 2018, Director Ken La Valley commissioned a Task Force with the purpose of developing processes to help Extension work toward implementing their mission of CP. The Task Force's primary goal was to make progress in CP internally, so they were better equipped to work more effectively with external audiences across the state. The Task Force transitioned into the Cultural Proficiency Committee (CPC).

3. Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example:

UNH faculty/staff postings include a description of campus values. The value statement communicates UNH's commitment to community engagement and to promoting the recruitment of faculty and staff with expertise and commitment to community engagement (CE).

A 2023 example of a faculty job posting highlights stakeholder partnerships:
We encourage applications from researchers who work across spatial scales and use transdisciplinary methods to tackle questions related to wildlife-human interactions, community-based conservation, protected area management, and/or connectivity science. We particularly seek candidates who collaborate with a range of stakeholder groups across cultures and knowledge systems and whose research supports decision-making in biodiversity conservation.

All faculty and staff postings highlight Community Engagement, diversity, and equity work:
The University System is committed to creating an environment that values and supports diversity and inclusiveness across our campus communities and encourages applications from qualified individuals who will help us achieve this mission.

An additional excerpt from UNH faculty and staff recruitment highlight Community Engagement and regional impact.

The University of New Hampshire is an R1 Carnegie classification research institution providing comprehensive, high-quality undergraduate and graduate programs of distinction. UNH is in Durham on a 188-acre campus, 60 miles north of Boston and 8 miles from the Atlantic coast and is convenient to New Hampshire's lakes and mountains. There is a student enrollment of 13,000 students, with a full-time faculty of over 600, offering 90 undergraduate and more than 70 graduate programs. The University actively promotes a dynamic learning environment in which qualified individuals of differing perspectives, life experiences, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry.

The following examples are of school-specific faculty postings:
College of Physical Sciences- Mechanical Engineering (ME): The ME Department at UNH has built a strong reputation for performing research in the fundamental physics of fluid flows and boasts access to state-of-the art laboratories and field-based facilities. Candidates who can leverage these unique resources and/or engage in interdisciplinary collaborations across campus will be viewed especially favorably. Opportunities for collaborative engagement include the UNH Integrated Applied Mathematics doctoral program, School of Marine Science and Ocean Engineering, Center for Sustainable Seafood Systems, and the Atlantic Marine Energy Center.

College of Health and Human Services-Recreation Management and Policy: This position could be a joint appointment or affiliation with Cooperative Extension to help lead and study initiatives in New Hampshire focusing on recreation as a driver of community and economic development. We are seeking established or emerging scholars with a strong background in municipal planning, public engagement, community-based recreation and sport programs, nonprofit administration, organizational management, and destination development. Candidates should demonstrate areas of research and/or teaching expertise that align with at least one of the Department's current priority areas, including recreation agency management, inclusion and access to recreation, municipal planning and economic development, public health outcomes, commercial recreation and tourism, or event planning.

4. Indicate the campus approach to faculty tenure and promotion

- My campus has a contract structure rather than a tenure and promotions structure.
- My campus has a tenure and promotion structure defined at the department level.
- My campus has a tenure and promotion structure defined at the school level.
- My campus has a tenure and promotion structure defined at the institutional level.

5. **Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well.**

Scholarship is specifically required and evaluated for our tenured faculty and for our alternative-security faculty at UNH Law. Our lecturer faculty are encouraged to engage in scholarly pursuits and may receive pedagogical development funds but do not have research as part of their assigned/evaluated workload. Similarly, our clinical faculty are supported in maintaining their professional licensure/accreditation, while our research and extension faculty are engaged in a wide variety of scholarly pursuits which are collaborative from a very local level on the NH Seacoast up to massive international collaborations and work with government agencies like NASA.

6. **Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay (and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

Community engaged teaching and learning:

Community engagement is valued in the promotion and tenure process. An essential function of University of New Hampshire faculty is the dissemination of knowledge through teaching either formally in the classroom or informally as a faculty mentor or a community partner. Faculty designations include full-time tenure-track faculty at the Professor, Associate Professor, Assistant Professor, and Instructor levels. Other designations include clinical faculty, extension faculty, research faculty, and lecturers.

At UNH, colleges, schools, units, and departments follow the Office of the Provost documents for tenure and promotion procedures. For example, service activities include public service through the extension of teaching and research, service within the University, community service, and service to professional organizations.

Documentation will necessarily take many forms. Examples include materials relevant to teaching, scholarship and outreach contributions, course descriptions and syllabi, letters of recommendation or evaluation, student evaluation materials, faculty evaluation materials, etc. The extent to which a faculty member is expected to be oriented to service activities varies from discipline to discipline; also, it is expected that the scope and significance of service activities will increase with experience and academic rank. In all cases, the extent, appropriateness, and quality of service must be carefully considered as part of promotion and tenure. Thus, an affirmative evaluation of service activities represents the conclusion that the faculty member is making a positive contribution appropriate to their discipline.

A formula for weighing teaching, research, and service contributions relative to each other would be alien to the spirit of promotion and tenure recommendations. Since merit pay is not currently in the relevant faculty contracts, neither merit pay nor bonuses are offered for these activities, but the maintenance of qualifications is an expectation for reappointment. Faculty members are expected to pursue their own professional agendas and to excel in different ways, even as they enable the University to meet its broad institutional objectives. Therefore, assignments of faculty time vary, even within departments. Judgments of promotion and tenure cases should be based on the quality of the candidate's work, and by the time a case comes forward, expectations should be clear among the candidate, the department chair, and the dean as to how the elements of the case should be weighed. For example, in the Paul College of Business and Economics, lecturer faculty promotion is explicitly tied to community engagement.

The UNH Cooperative Extension Educator Ranking System was approved by the USNH Board of Trustees in 1977. The Extension Educator Ranking System is parallel to the faculty ranking system; however, it has different criteria for promotion reflecting the specific job responsibilities of an Extension Educator. While it does not provide tenure, the Extension Educator Ranking System does provide a career-oriented promotion system based on demonstrated program accomplishments, subject matter competency, and professional leadership in one's field. Extension Educators are specifically recognized for their excellence in community/client needs assessment, curriculum and program development, teaching, and evaluation.

Community engaged research and creative activity:

Promotion for research faculty is evaluated the same way as the promotion and tenure for tenure-track faculty. Research faculty are evaluated on their activities in support of the university's Land Grant, Sea Grant, Space Grant and other public service missions. The policy points out specific examples of research service to include program development and teaching in continuing education, Cooperative Extension work, decision-oriented applied research and consultation efforts, and services to the public that are by-products of research scholarship.

Manifestations of scholarship vary widely in form from one discipline to another, from publications that report original discoveries in a field of knowledge, to artistic performances or products, to new applications of knowledge. Indeed, there are many examples of significant variations among specialized areas within an academic department. An affirmative evaluation of a faculty member's scholarship represents the conclusion that they are recognized as contributing positively and significantly to the University's reputation among peer institutions. Pertinent evidence includes evaluations by individual peers outside the University.

As the founding college of UNH, the College of Life Sciences and Agriculture (COLSA) embraces the three-fold mission and explicitly incorporates performance in teaching, research, and service as critical components of tenure-track faculty promotion and tenure evaluations. Whereas all three are necessary aspects of the faculty role, the evaluation for tenure and promotion places primary emphasis on effectiveness or excellence in teaching

and research, with an accompanying expectation of effective university and professional service accomplishments.

COLSA houses many disciplines, so its expectations for research/scholarship effectiveness and excellence recognize differences among disciplines. All tenure-track faculty are expected to disseminate research in the form of peer reviewed publications; fund, guide, and mentor graduate students; present at scholarly and professional meetings; and apply for and receive competitive externally funded grants or/and contracts to support their research activities. Further, the Provost's Guidelines provide that, "(A)n affirmative evaluation of a faculty member's scholarship represents the conclusion that he or she is recognized as contributing positively and significantly to the University's reputation among peer institutions."

Community engagement as a form of service:

Faculty service is essential to the University' success in achieving an important part of a faculty member's responsibilities. As rank increases, the quantity, quality, and scope of faculty service contributions is expected to increase accordingly and reflect increased levels of involvement and responsibility. Service activities include public service through the extension of teaching and research, service within the University, community service, and service to professional organizations. In all cases, the extent, appropriateness, and quality of service is carefully considered.

Candidates for promotion and tenure are not required to engage in all three types of service (university, professional, public service and outreach). Candidates are expected to demonstrate increasing leadership in departmental service and contributions to service in either the College or University and increasing breadth of involvement in professional or public service.

Service in CHHS (College for Health and Human Service) for example, is evaluated relative to three primary domains: contributions to the university, profession and/or community at large through public service and outreach. Special attention should be paid to connections between service activities and the candidate's teaching and/or scholarship.

Public service and outreach refer to serving the community at large in a professional capacity enhancing the stature of the College and University. This is especially important at a land, sea, and space grant institution such as UNH. Activities may involve working with national, state, or local agencies/ communities, or helping to solve a current health or human service problem. This may require the candidate's expertise in assessing problems, assuring the delivery of services, developing policies, and planning, implementing, or evaluating the effectiveness of programs.

7. Describe the pervasiveness of the policies outlined in question six. For example, do the policies appear in guidelines across the institution? In most department guidelines? In a few?

All colleges, schools, units, and departments at UNH recognize and reward community service as part of the faculty roles. Service is an expectation for promotion for all ranks at the University of New Hampshire.

For example, in the College of Health and Human Services (CHHS) community engagement is critical to the faculty role across all departments. CHHS trains students for direct service across health professions and the human services. Faculty across all 8 departments are highly engaged in communities through scholarship and service contributions. 97% of the students in CHHS complete at least 1 internship, and these are in community settings in health and human services.

8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.

UNH College of Engineering and Physical Sciences (CEPS)

Promotion and Tenure Committee Procedures for the Department of Electrical & Computer Engineering Meritorious service: For service, the faculty member should demonstrate meaningful contributions to the department, college, or campus, his or her discipline, or to the broader community. The faculty member should demonstrate a willingness to participate in departmental functions. The faculty member should work closely with the chairperson to devise an annual service workload that accommodates, as best as possible, the faculty member's interests and the university's needs. Committee and governance work, mentoring students and faculty colleagues, community outreach, and regional and national service roles are all highly valued.

Civil and Environmental Engineering Assistant Professor Review Process

All untenured faculty members are required to maintain an up-to-date promotion and tenure-like package consistent with the current P&T University format in use that year. This helps facilitate the annual review and the important third year review process. Keeping a current promotion-like file also exposes new faculty members to the important aspects of Scholarship, Teaching and Service and what is expected of them when they are considered for promotion and, if applicable tenure. At a minimum, information required in the file consists of the following:

A professional resume that meets the specific guidelines for P&T resume listing all of the faculty member's publications and professional reports, employment record, service at the Department, College, University, State, Federal and Community level, courses taught and any other facts which could bear on the P&T decision.

Chemical Engineering – Promotion and Tenure Criteria

Service: Service activities include public service through the extension of teaching and research, service within the University, community service, and service to professional organizations. An affirmative evaluation of service activities represents the conclusion that the faculty member is making a positive contribution appropriate to the chemical engineering discipline.

Paul College of Business and Economics

Paul College lecturer promotion policy adopted May 2021 specifically states that "Association/Non-Profit Board service" is "desirable" among those seeking promotion to higher ranks.

Paul College Faculty Qualifications policy adopted in 2015 and amended in 2021 (for AACSB accreditation) states that "Practice Academics (PA) have doctoral degrees relevant to their areas of teaching and maintain their currency and relevance primarily through integrated/applied scholarship and/or teaching/learning scholarship, and engagement with practitioners." The Paul College Faculty Qualifications policy also states that "Instructional Practitioners (IP) normally have an MBA, other Masters, terminal degree, or professional certification and at least three years of full-time professional experience in business, industry, or government (beyond the entry level) and with work responsibilities relevant to the teaching area. IP sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience." Most lecturers and adjunct faculty in Paul College are considered IP and thus must remain engaged in their fields of practice.

9. **Describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full- time contract, tenure track, tenured, etc.).**

The Research and Public Service Committee (RSPC) of Faculty Senate was charged to formulate a precise and practical definition of engaged scholarship in the context of the diverse and varied faculty contributions to engaged scholarship at UNH. The RSPC researched concepts, definitions, and opinions regarding engaged scholarship, its definition, role, and valuation at universities throughout the US (including UNH) and developed recommendations for how this type of faculty activity should be viewed, approached, and addressed in Promotion and Tenure documents at the university, college, and departmental levels.

In September 2022, a letter from the UNH Provost to Deans and Department Chairs expressed new emphasis on service and engaged scholarship. These changes to the Promotion & Tenure (P&T) Guidelines were in response to motions passed by the faculty senate which recognized the importance of engaged scholarship.

The following were recognized as valued elements of faculty portfolios: outreach to secondary schools, engaged scholarship, and DEIA (Diversity Equity, Inclusion, Access).

P&T Guidelines for Tenure-track (and equally the Promotion Guidelines for Research, Clinical, and Extension) faculty were modified to include engaged scholarship explicitly under pertinent sections. For Tenure-track, this includes section V. Description of Scholarly Activities, number 7, "Professional Organizations in which the Candidate is Particularly Active," and number 8, "Additional Areas of Scholarship and Work with Persons in Other Departments, in Centers, or with Groups Off Campus." Modifications to include engaged scholarship should also be made to section VI. Evaluation of Scholarship.

College P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, expectations, and methods of evaluating engaged scholarship. It is understood that methods of evaluating the quality, quantity, and impact of engaged scholarship will vary across colleges and departments. Note that engaged scholarship is not a required activity but is highly valued. Department P&T Documents were modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, and expectations for engaged scholarship.

10. **If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

-- empty or did not respond –

11. **Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.)- a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).**

UNH staff are involved in community-engaged activities. Below are 10 examples of staff professional activity spanning 2018-2023.

1. French, C. (Ed.). (2022). Building Rural Community Resilience Through Innovation and Entrepreneurship. Routledge.
   This book explores how innovation manifests itself in rural places and how it contributes to entrepreneurial development and resilience. Innovation in rural places may come about because of new forms of collaboration; policies that leverage rural assets and address critical service or product gaps; novel strategies for accessing financial capital; infusion of arts into aspects of community life; and cultivation of networks that bridge entrepreneurs, organizations, and institutions.

2. Alyson Eberhardt Recommended Citation Eberhardt, Alyson; Burdick, David M.; and Moore, Gregg E., "Leveraging Natural Resources Toward Resilience: Outreach, Restoration, and Monitoring for a Resilient NH Coast" (2021). Faculty Publications. 1560.
   Both sound science and meaningful community engagement are critical to creating resilient coastlines given that important natural resources and high population densities coexist in these areas.

3. Excellence in Teamwork National Award for "Building Your Virtual Facilitation Skills."
   Sue Cagle, UNH Extension field specialist, was part of the team that developed this national curriculum for enhancing virtual facilitation skills, which is now being used in multiple states and regions across the country. Facilitation is the practice of providing leadership without taking the helm. A community engagement facilitator's role is to work with others to take the lead on different tasks that will result in mutual collaborative efforts to address engagement issues.

4. Community Partner of the Year – STEM Discovery Lab, led by Sarah Grosvenor, Recognized as Granite YMCA Community Partner of the Year- In her position,as Director, at the STEM Discovery Lab, Grosvenor designs and implements STEM education pathways for youth in grades K-12 through college, in addition to providing professional learning programs to prepare and retain highly skilled K-12 STEM volunteers, informal educators and teachers.

5. 2022 Outstanding Achievement Awards: Older Adults Individual Award from the Governor's Council on Physical Activity for Rebecca Betts, Associate Extension Field Specialist.
   The Outstanding Achievement Awards (OAA) are given annually by the Council to individuals and organizations who have accomplished outstanding achievements in promoting healthy lifestyles through increasing opportunities for physical activity, nutrition, and overall health for New Hampshire residents and employees.

6. Bringing Clean Energy to Low-Income Communities
   On April 21, 2021, Michael Swack and Eric Hangen of the Center for Impact Finance (CIF) at

the Carsey School of Public Policy led a presentation and Q&A on methods of bringing clean energy to low-income communities through community-based financing.

7. With support from UNH Cooperative Extension, as well as other Extension organizations around the country, the nation's four Regional Rural Development Centers (RRDCs) recently released a report identifying the critical investments needed to build community capacity and improve the quality of life in rural America.

8. COVID-19 Safety Online Training for Outdoor Volunteers
Developed by UNH Extension Staff for educating over 5000 volunteers on how to keep safe outdoors during the COVID-19 epidemic.

9. Eberhardt, Alyson & Clyde, Malin & Prysby, Michelle & Stofer, Kathryn. (2018). Untapped: Accessing Extension to Strengthen Connections Between Citizen Science and Community Decision Making. Journal of Extension. 56.
Citizen science is on the rise, and Extension is poised to support this movement by offering technical assistance to citizen science programs, communities, federal partners, and researchers. The expansion of citizen science provides an opportunity for fostering innovative access to Extension resources and increasing engagement with new audiences. To encourage capitalization on this opportunity, Extension's traditional strengths are connected to the needs of citizen science programs. Examples of Extension-based citizen science programs include working with communities to make natural resource management decisions, and offering suggestions for ways in which Extension's technical assistance can be shared with the citizen science community to build new partnership.

10.   Members across UNH Student Life and the Outreach and Engagement Advisory Council presented a guide to Planning an Accessible Event at UNH that provides information related to how to create events and programming that is both accessible and inclusive. At UNH we strive to intentionally engage with equity- deserving groups. If we are to live up to our values and fulfill our mission to foster community engagement, it is critical that we make our events as inclusive and accessible as possible.

12.   Provide 5-10 examples of faculty scholarship from as many different disciplines as possible - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).

1. Mian ND, Eisenhower AS, Carter AS. Targeted prevention of childhood anxiety: engaging parents in an
underserved community.Am J Community Psychol. 2015 Mar;55(1-2):58-69. doi: 10.1007/s10464-014-9696-5. PMID: 25576014.

Selective prevention programs hold the promise of alleviating child anxiety symptoms and decreasing the risk for emotional problems across the lifespan. Such programs have public health importance for young children of poor, underserved communities. Identifying factors related to parent engagement, and methods to improve engagement, are paramount in the

effort to develop anxiety-focused, community prevention programs. This feasibility study investigated the effect of an enhanced recruitment strategy to maximize parent engagement and factors related to attendance in a single session focused on anxiety prevention.

2. Heath RG. Stories of voices: Engaging community differences by designing a deliberative public dialogue. Communication Teacher. 2021. Vol 35: 329-335.

   The course engages students in a pedagogy grounded in dialogue and deliberation on civic issues that illicit different perspectives relevant to a community through a semester-long project that culminates in the execution of public dialogue forum. The project's primary objective prepares students to foster civic dialogue as they marry practice with deep consideration of equity, diversity, and power. The "Stories and Voices" event elicits and contextualizes disparate experiences and elevates voices often unheard on civic issues. A second objective focuses on communication as design as students develop, organize, and implement an event on campus that is marketed and open to the community to attend.

3. Dillard, R, Newman TJ, Kim M. Promoting Youth Competence Through Balanced and Restorative Justice: A Community-Based PYD Approach. Journal of Youth Development. 2019. Volume 14, Issue: 4: 14-35.

   As responses to first-time, nonviolent juvenile offenders move towards community-based restorative justice, approaches such as the Balanced and Restorative Justice (BARJ) Model are prominent. The BARJ Model engages the youth offender, offense victim(s), and community in which the offense occurred with three associated goals: accountability, community safety, and competency development. However, while the goals of accountability and community safety are often prioritized, many community-based restorative justice programs neglect the goal of competency development, which is a disservice not only to the youth offender, but to the community. To interrupt the cyclical nature of juvenile offending and support the long-term rehabilitation of the youth offender, the integration of the BARJ model and a positive youth development (PYD) approach within the context of community-based restorative justice was evaluated.

4. Wake C, Kaye D, Lewis CJ, Levesque V, Peterson J. Undercurrents: Exploring the human dynamics of adaptation to sea-level rise. Elementa-Science of the Anthropocene. 2020. Volume: 8 Issue: 1.

   Coastal communities, including those surrounding the Gulf of Maine, are facing considerable challenges in adapting to increased flood resulting from sea-level rise, and these challenges will remain well past 2050. Over the longer term (decades to centuries), many coastal communities will have to retreat inland away from the coast and toward something new. To date, there appears to be little consideration of how arts and humanities could be leveraged to encourage learning and experimentation to help communities adapt to our changing climate. In this article, the researchers describe an interactive theater model that seeks to address the challenge of bridging scientific knowledge and community conversations on managed retreat and serve as an innovative tool to encourage more productive community conversations about adapting to rising sea levels.

5. Jakositz S, Pillsbury L, Greenwood S, Fahnestock M, McGreavy B, Bryce J, Mo WW. Protection through participation: Crowdsourced tap water quality monitoring for enhanced public health. Water Research. 2020. Volume: 169.

Lead contamination in municipal drinking water is a national public health issue and is the result of water contact with leaded distribution piping and on-premise plumbing. As a result, the US Environmental Protection Agency's Lead and Copper Rule requires point of use sampling methods at a small fraction of consumer taps on the public water distribution system. While this approach is practical, it leaves large gaps for consumers without direct monitoring and protection. In response, a novel contest-based crowdsourcing study was conducted to engage the public in monitoring their own water quality at their home taps and study factors that shaped participation in drinking water monitoring.

6. Arthanat, S. Promoting Information Communication Technology Adoption and Acceptance for Aging-in-Place: A Randomized Controlled Trial. Journal of Applied Gerontology. 2021. Volume: 40 Issue: 5, 471-480.

The prevailing digital divide along with barriers to information communication technology (ICT) adoption among older adults is well studied. To contribute evidence on ICT education, a 2-year randomized controlled trial verified the long-term effect of a novel individualized ICT training program for older adults in demographic cohorts who are known to underutilize ICT. The study supports the implementation of one-on-one ICT training programs to promote access and utilization of digital resources for aging-in-place.

13.   Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.

UNH recognizes faculty of color in many ways:

Advocacy and Action Awards are hosted each year by the Office of Community, Equity and Diversity and presented to faculty, staff, and students whose work and contributions help create an inclusive campus community. Awards are presented during a formal dinner and award ceremony. Although being a woman or a member of an underrepresented racial group are not requirements to be nominated for or to receive the award, many of our faculty and staff recipients identify as members of marginalized communities.

Faculty Excellence in Teaching Awards: Each year, academic deans recognize faculty in their respective colleges for excellence in teaching and contributions to research and the wider community. University-wide awards recognize public service, research, teaching, and engagement. Although any faculty exhibiting excellence is eligible to receive the award, faculty often recognized for public service and engagement are faculty of color.

Tenure and promotion process: In the last decade, 100% of faculty of color at UNH who have been considered for tenure have received it, service contributions in areas of DEI

notwithstanding. Understanding that faculty of color still have disproportionate work along avenues of DEI, including unrecognized labor, in May 2022, Faculty Senate moved to include more deliberate recognitions of DEI service in the tenure and promotion process. The motion reads as follows:

Motion: The Faculty Senate recommends that faculty efforts related to Diversity, Equity, Inclusion, and Access (DEIA) be recognized by the administrative leadership as a valued element of faculty portfolios. The faculty senate also instructs the Research & Public Service Committee (RPSC) to make recommendations for appropriate modifications to documents relevant to Faculty Activity Reports, Promotion & Tenure, post-tenure review, and retention decisions to explicitly include DEIA.

SECTION 10: Curricular Engagement

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

1. Provide the definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses.

UNH has long adopted the definition of engaged scholarship as "the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning."

Courses that are community engaged demonstrate two key criteria, as follows:

The course brings students in direct contact with external stakeholders and partners—the public, organizations, agencies, underserved audiences, etc.- to address issues, challenges, and opportunities that impact people.

There is mutuality and reciprocity in the relationship between students in the classroom and the external stakeholders/partners. That signifies there is a benefit to both/all parties and the external stakeholder/partner is involved in co-creating or framing the scholarly questions and actions.

Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly:

# of for-credit community engaged designated courses (UG/G)

65

% of community engaged designated courses as part of all for-credit courses(UG/G)

2%

# of faculty teaching for-credit community engaged designated courses

64

% of faculty teaching for-credit community engaged designated courses as part of all faculty
6.5%

Of the faculty teaching for-credit community engaged designated courses, what % are full-time?

7.5%

Of the faculty teaching for-credit community engaged designated courses, what % are part time?

.8%

Of the faculty teaching for-credit community engaged designated courses, what % are tenured or tenure-track?

80%

# of academic departments offering for-credit community engaged designated courses

31
% of academic departments offering for-credit community engaged designated courses as part of all departments

49%

# of students enrolled in for-credit courses community engaged designated courses (UG/G)

2443

% of students enrolled in for-credit courses community engaged designated courses as part of all students (UG/G)

16.3%

What academic year does this data represent?

2021-22

2.   Describe how the data for a-k in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.

The information provided in question 10.2 was ascertained by a self-report on the part of faculty, staff and Extension Educators. In 2023, as part of the Carnegie Engagement classification effort, colleges and units were surveyed for reporting of community engagement work represented in teaching and learning. The survey was drafted by the Vice Provost of Outreach and Engagement with support from the Senior Vice Provost of Academic Affairs.

Along with providing the definitions of service learning, community-based learning and engaged scholarship, the survey asked to report community engagement efforts. Questions included which course(s) included community engagement and engaged scholarship components.

Courses (subject and course number) identified via this survey were analyzed by the UNH Registrar's office. Data provided number of students enrolled in for-credit community engaged designated courses. Instructor counts are based on instructor assigned to listed courses. Instructors self-identified the contract type (tenure, non-tenure, extension educator, staff) that best aligns with their current position.

3. Describe how community engaged courses are noted on student academic transcripts.

The UNH Discovery Program is the core curriculum established to provide students with a multifaceted liberal education. It encourages students to understand the connections among different disciplines or fields of study, particularly topics that lie at the intersection of environment, technology and society. The overarching goal is to help students garner the critical thinking skills needed to solve complex challenges and opportunities facing people across the globe. One example of the discovery program curricula is the Discovery Capstone experience, which includes coursework, hands-on projects, independent research, internships, artistic expression, and the opportunity to implement community and service-learning opportunities.

Going forward, UNH will implement CourseLeaf, a curricular management software, which will track service learning and engaged scholarship attribute at the section level of a course.

4. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories (maximum word count 1000):
- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education In the Majors
- In the Minors Graduate courses
- Medical education/training/residencies

General Education-Core

The campus-wide general education and core program (known as Discovery) at the University of New Hampshire is designed to complement work in a student's chosen area of study. These classes serve as a means of discovery for students, providing a foundation for learning, connecting to potential new areas of interest, and building tools for success in whatever field a student pursues. Learning outcomes are guided by the qualities every student should develop as they move toward graduating with a University of New Hampshire degree. There is no direct requirement at the institutional level for community engagement. However, there are individual classes that incorporate community engagement and service learning especially those where students are in direct contact with external stakeholders and partners —the public, organizations, agencies, underserved audiences, etc.- to address issues, challenges, and opportunities that impact people.

Capstone (Senior-level project)

The Peter T. Paul College of Business and Economics invites businesses and non-profits to propose projects and work with student teams. These "real world" experiential learning opportunities help prepare students to excel in their careers, engage in their communities, and meet the challenges of the global business world. By engaging with student teams on capstone projects, companies strengthen connections with New Hampshire's flagship university, tap into student talent, and contribute to developing future business leaders. In Corporate Consulting Project (ADMN 905) designed as the capstone for the Full-time MBA program, student teams work with real-world clients on strategic business challenges. Teams are coached by a faculty member and/or industry professional as they engage with their assigned client. Students integrate and apply concepts learned in the MBA program as they manage their projects and deliver value to their client. The Analytics and Data Science Capstone (DA 790) program is constructed to incorporate experiential learning into all courses, from start to finish.

First Year Sequence-Discovery

All Discovery inquiry courses involve experiential learning and are designed to encourage first year students to reflect on their learning processes and to develop their own strategies to address questions, problems, or subject matter in their coursework. Children at Risk (HDFS 444A) focuses on childhood risks. Students learn about and visit several community programs in New Hampshire that support children and their families in times of stress. Site-visits include introduction to a range of providers such as child advocates, counselors, social workers, juvenile detention workers, and teachers. AMPED UP: Social and Psychological Perspectives on Adventure (OUT 444C) Through lectures, written assignments, group projects, multimedia, and experiential learning, this course surveys psychological, sociological, and anthropological perspectives on these and students' own questions. As a requirement, students participate in one of UNH's pre-orientation programs: The Challenging Ourselves in a New and Nurturing Environment by Coming Together (CONNECT) Program, designed to help students that have been historically excluded from higher education thrive in their transition to college. A Pre-Orientation Volunteer Experience in Service (PrOVES), program focused on helping incoming first-year students make the transition from high school to college. Through direct service and social justice education, their mission is to help participants develop an on-campus support system based in service to others and commitment to community.

In the Majors

Media Activism (CA 720) offers students an overview of contemporary debates about social movement theory and the role of media activism. The first half of the course is structured around theoretical and empirical texts, and the second half of the semester is spent working with local organizations to produce collaborative "allied research projects." Undergraduate Ocean Research Project (TECH 797) students work as members of interdisciplinary project teams on contemporary ocean-related problems under a faculty adviser's guidance. Student teams engage in dialogue with experts in the community, design and build a working engineering model, conduct a comprehensive study, and defend the results before a jury of experts. Students who complete BUS 535, Federal Taxation, can participate in the Volunteer Income Tax Assistance (VITA) service internship, an Internal Revenue Service (IRS) program in which students help elderly, disabled and others complete their income taxes.

In the Minors

Entrepreneurial Application through Enactus (BUS 635) supports local entrepreneurs in the profit and nonprofit sectors through a team approach, working closely with the NH Small Business Development center.

Contemporary Economic Issues (ECN 505) has a required service-learning project designed by students in the class. An example includes examining economic costs and benefits for improved nutrition and presenting findings to a local retirement community. In PS 515 NH Politics in Action, students identify a bill currently working its way through the NH General Court and actively advocate for or against it by writing letters, making phone calls, meeting with legislators, or testifying before House or State committees. This course culminates in a

public Present & Defend exercise in which they must explain the bill and why they support/oppose it and defend their position before members of various southern NH communities.

Graduate courses

Corporate Consulting Project (ADMN 905) is designed to enhance student's field and research experience. Students work with faculty and Corporate Roundtable members on projects that apply and integrate concepts learned in class. Managing Yourself & Leading Others (ADMN 912) uses evidence from behavioral science to develop an understanding of individual and work group dynamics in relation to personal and group effectiveness in diverse organizations. Case studies and group projects provide students with the opportunity to put theory into practice as they learn to understand individual differences, lead teams, enhance their personal influence, and plan to lead employees, teams, and organizations during times of rapid change.

Medical education

Public Health Nursing Project (NURS 704P) is a semester long experience working in teams with a community organization to address a current public health issue. Students develop a strategic understanding of the issue and design, implement, and evaluate a targeted intervention project. COMM870 Clinical Practicum- On-campus practicum provides graduate students with the opportunity to apply advanced theoretical knowledge in clinical settings with clients demonstrating speech, language, and hearing disorders.

5. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories:

- Student Research
- Student Leadership
- Internships,
- Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

Student Leadership

In Spring 2019, a group of Women's and Gender Studies students who were passionate about social justice came together with a mission to create social change. They formed the Social Justice Leadership Project. This group chooses one issue each semester, research causes, effects, and builds long and short-term solutions. The cohort seeks to go beyond bringing awareness to problems- they have set off on a journey to implement actual social change. The project is a combination between a class and an internship experience in which

students can earn 1-4 credits. From 2019-2021, the cohort worked on addressing food insecurity on campus. In addition to the strides they made with campus partners, this project is a notable example of reciprocity with community partners. The cohort was able to benefit from the knowledge of community leaders who work on issues of hunger in the community, and they partnered with a local food pantry to offer student hours.

Study Abroad/Study Away

Students are placed at The Washington Center, Washington, D.C. for a semester or summer interning with government agencies, non-profit organizations, think tanks, advocacy groups, and more. In addition to the full- time credit-bearing internship, they also take a course in career readiness, and an additional elective course based on their areas of interest.

Semester in the City (SITC) is a partnership with the Boston-based nonprofit College for Social Innovation, whose aim is to help students discover their passion and become leaders in areas of social change. Students earn 16 credits and are placed with Massachusetts businesses and nonprofits working in such areas as community development, education, health and social justice. There is also an option for students to do SITC @ UNH, where they stay on campus and do full-time internship work on strategic sustainability projects. One student in Fall 2021 worked on launching UNH's community service online platform as her SITC @ UNH project.

Internships, Co-ops, Career exploration

The Career and Professional Success office reaches students via for-credit career exploration courses. These courses cover a wide range of career exploration topics including building awareness and experience in fields of interest. Of note, the College of Health and Human Services auto-enrolls ~300 first year students in a career course with a 5-hour community service requirement. Students are donating a total of ~1,500 hours to the local community while building experiences and transferable skills pertinent to their career trajectory. Additionally, each career exploration course brings in alumni and employers to discuss industry trends, hiring practices, and career pathways. The connection is invaluable to UNH students as they explore the many pathways available to them post-graduation and it provides an outlet for UNH community members (alumni and employers alike) to give back to the university and connect with a key audience to gain insights on the upcoming generation of workers.

39% of 2021 UNH bachelor's graduates completed an internship for-credit with local, state, and regional employers including Rockingham County Nursing Home, Elliot Hospital, Prescott Park Arts Festival, and Newmarket Elementary School.

SECTION 11: Co-Curricular Engagement

1.   Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories (maximum word count 1000):

- Social Innovation/entrepreneurship
- Community service projects - outside of the campus Community service projects - within the campus
- Alternative break - domestic
- Alternative break - international Student leadership
- Student internships/co-ops/career exploration
- Student research
- Work-study placements
- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- Living-learning communities/residence hall/floor
- Student teaching assistants (provided the TAs are not receiving credit)
- Campus Scholarship Program
- Athletics Greek Life

Student Internships/Co-Ops/Career exploration:

The Career and Professional Success (CaPS) office at UNH is committed to providing students access to internship and research experiences. 78% of 2019 UNH graduates completed at least one internship, practicum, clinical, fieldwork, or research experience. Of those students, 74% had at least one experience in New Hampshire. The CaPS team is dedicated to fostering engagement opportunities between students and New Hampshire employers. As UNH strives to support the NH workforce and "Embrace NH," internships are key. At UNH, if an out-of-state student interns in NH they are 2x more likely to work in NH post-graduation.

Additionally, internships provide organizations with a way to shape, train, and invest in their workforce while bringing in students with fresh perspectives who drive innovation. As a result, students gain invaluable experiences, exposure, exploration, skill development, relationships, and confidence. To support NH employers with internships, CaPS offers a consultative approach to navigate the development of an internship program, compensation decisions, recruitment strategy, onboarding and training, and engagement throughout the experience. Currently over 600 NH employers hire UNH student interns. Of note, UNH partnered with Eversource, New England's largest energy delivery company, on an internship and scholarship program providing students with real-world experience through a paid internship and a $2,500 scholarship for two years from Eversource. This program was developed specifically to support Eversource's recruitment pipeline and to improve their student internship experience.

Greek Life:

The Office of Off-Campus Engagement & Fraternity and Sorority Life (FSL) at UNH comprises 22 chapters in two communities or councils with about 2,000 total members or 17% of the UNH undergraduate community. All chapters have community service requirements and national/ local philanthropies. Community Service and Philanthropy are two of FSLs ten core areas of excellence. The FSL community annually fundraises approximately $80,000 to support local and national nonprofit organizations through fundraisers such as athletic tournaments, talent shows, lip sync competitions, and more post-covid. Pre-Covid the number raised was $200,000 annually. Annually, the Fraternity and Sorority community logs over 10,000 hours of community service a year. Commitment to civic engagement encourages personal and professional growth as servant leaders and allows our members to help others impact a global world.

Work-study Placements:

In 2019, UNH partnered with 13 off-campus entities to provide federal work study opportunities. A sample of sites include Children's Museum of New Hampshire, Community Partners, Town of Durham, NH Public Broadcasting, USDA (US Department of Agriculture) Forest Service, and Somersworth School District. Students awarded federal work study were eligible to seek employment with these organizations. The work study opportunities provided through these sites offered students valuable real-world experience and an opportunity to develop personal and professional skills, relationships, and confidence. Work study sites benefit from new student perspectives, student-driven innovation, and for 2019, a $51,000 community contribution.

Additionally, UNH has been participating in the Job Location & Development program, a federally funded program that allows UNH to use Federal Work Study funds to locate and curate off-campus job opportunities for students regardless of financial need. In 2021/22, the Career and Professional Success office located and tracked internships for 660 students with a total intern earning of $1.2M. The range of students has been between 600 to 700 with total intern earnings from $1.2M to $1.7M. This is expected to increase with future resources earmarked to support internships and other high impact experiences (i.e. work study).

Living Learning Communities:

There are several community engagement projects that the Living Learning Communities at UNH have participated in 2022.

- Sophomore Summit is a overnight leadership retreat at a camp for 60-80 sophomores. There is always a community engagement piece to this summit where students give back to the camp by doing projects to help with enhancement and upkeep.

- Mills Hall brought back after COVID community trick or treating. Hundreds of community families bring their children to trick or treat and interact with our college students.

- UNH4You - The UNH Institute on Disability (IOD), in partnership with numerous UNH academic and administrative partners, has launched a new innovative 2-year program to bring inclusive higher education to young adults with Intellectual Disability. Residential Life is currently housing 4 students in this program in one of our residence halls. Staff are involved in supporting these students as they live in the hall.

- Trash to Treasure – Each year Residential Life partners with Trash to Treasure to help students donate items they do not want to bring home to this initiative. Residential Life works closely with this program to promote and organize these efforts.

- Wildcat Friends – Residential Life hosts Wildcat Friends multiple times in the spring semester. This program is part of the non-profit Friends in Action that brings young adults with disabilities to campus to experience college life. Residence halls host these groups and engage them in fun activities that typically take place on campus in our halls.

- During national elections, Residential Life helps promote voting and educates about how to vote and the benefits of voting.

- The Residential Life Curriculum includes education in involvement and leadership and inclusion and equity. The group is heavily involved in promoting student involvement on campus and in the community. This includes a bi- monthly student newsletter that publicizes opportunities for students to get involved. Professional staff encourage students to seek enrichment opportunities that will help them to grow and contribute to the community. There are many passive and active programs in the halls that engage students in conversations and education about inclusion, equity, and civic engagement. As a result, this education helps positively impact UNH and greater community.

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.

Students have two options for creating a co-curricular transcript. Wildcat Link is the service for student organization involvement, which lets students manually log their service hours and tracks their membership and leadership in student organizations. However, as of Spring 2022, students are encouraged to use our new portal, UNH Serves, for tracking their service. This system allows students to search for volunteer opportunities, sign up for shifts, enter external volunteer hours, and create a transcript specific to their service experience. It also allows them to share to LinkedIn when they reach certain benchmarks of hours of service, so they have multiple ways to broadcast their involvement

SECTION 12: Pathways for Student Development and Learning Through Community Engagement

1. Describe the curricular and co-curricular developmental pathways through which students can   progress to increasingly complex forms of community engagement over time.

Example: Recreation Management & Policy in the UNH College of Health and Human Services (CHHS)- this model applies to all degree options in the department, but looking specifically at Recreation Management & Policy Major: Therapeutic Recreation Option:

Students move through, step-by-step to, "I'm running the program," utilizing community sites/engagement for hands-on learning.

Early course work starts with RMP 501: Recreation Services for Individuals with Disabilities. The course has a service requirement of 10 hours. It is designed for students to meet/interact with individuals with disabilities. Students have little responsibility and are not required to have prior knowledge/experience. With Northeast Passage, students participate in court sports (typically wheelchair handball or wheelchair ultimate Frisbee) with community members.

RMP563: Recreation Management and Policy Practicum is a 45-hour requirement for hands-on learning with a community organization like a parks and recreation department or Wildcat Friends. Students begin taking on responsibility and leadership and utilizing facilitation techniques learned through course work.

RMP 600-level labs: Lab sites are through community organizations like Krempels Center, a nonprofit organization dedicated to improving the lives of people living with brain injury, Northeast Passage, and Carriage Hill Assisted Living. Labs are co-requisite with course work. For example, students learn in the classroom on Tuesday/Thursday and then apply concepts in practice in lab on Friday. Lab instructors are Recreational Therapists. Students begin implementing skills like planning, activity analysis, facilitation, assessment, documentation while learning "how to be a therapist."

The Capstone is a for-credit internship in their professional trajectory. Students experience autonomy with supportive supervision.

2. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How is student leadership in community engagement recognized (awards, notation on transcript, etc.)?

UNH provides its students with numerous opportunities to influence and motivate those around them. Here are a few examples:

Seacoast Reads places UNH undergraduate volunteers into local schools, libraries, and after-school programs to help elementary and middle school students improve their reading and writing skills through one-on-one support.

The UNH Sports Club program gives each student an opportunity to take part in the leadership, responsibility, and decision-making process of club activities. Student leaders run the day-to-day operations, which include scheduling practices, activities, and games, working with league and conference officials, making travel arrangements, and the financial management of the club.

A project led by Zero Waste Interns is the campus wide Trash 2 Treasure program, a student-led, financially self- sustaining waste reduction initiative.

Nature Groupie Field Interns assist New England-based conservation organizations and public agencies in implementing stewardship and environmental research projects.

STEM Education and Natural Resource Interns work at the Mead Base Conservation Center, the southernmost entry to the White Mountain National Forest. They plan and deliver 4-H youth STEM programs in Carroll County and teach existing 4-H STEM Pathway activities. These local STEM programs are offered in partnership with local libraries to engage youth and teach them STEM and 4-H Life Skills.

Youth Leadership Interns lead youth programs, community outreach efforts, and program development with a focus on Healthy Living and Animal Science.

Youth Mental Wellness Interns engage with youth in a variety of settings, including direct service (working directly with youth) as well as program coordination (planning details and preparation).

4-H Urban Garden Program Assistant develops 4-H Teaching Gardens. Utilizing these host sites, interns design and deliver garden centered programming that engages youth and families promoting the development of agricultural literacy. Working collaboratively with the NH 4-H Agriscience Field Specialist and the UNH STEM Discovery Lab Program Director, the student assistant identifies appropriate 4-H research-based curriculum to utilize in programing.

The UNH-4U program offers an innovative 2-year inclusive higher education program to young adults with intellectual disabilities. This program creates, expands, and enhances inclusive higher education experiences in NH to support positive outcomes for individuals with intellectual disability. Students in this program can earn a micro-credential/digital badge in Campus and Community Engagement. Earners of this badge demonstrate the ability to identify and participate in personally meaningful community-based activities.

Leadership in community engagement is recognized in part by the NH Social Venture Innovation Challenge and Social Innovator of the Year award organized by UNH's Changemaker Collaborative, a partnership between the UNH Sustainability Institute, the Peter T. Paul College of Business & Economics, and the Carsey School of Public Policy. The

award demonstrates the keen interest of students and community entrepreneurs and activists in helping address some of society's most pressing social and environmental challenges, and their creativity in designing novel, sustainable, business-orientated solutions. The collaborative's mission is to inspire, train and support the next generation of changemakers. The competition is entirely funded through the generous contributions of sponsors.

3. **Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.**

The following programs support the academic mission of the University by providing students with scaffolded community engagement opportunities that apply classroom knowledge to practical work experience.

SHARPP – The Sexual Harassment and Rape Prevention Program. SHARPP engages students as Peer Advocates who play an important role in addressing and preventing interpersonal violence at UNH. After completing extensive training through a full-term credited course offering, SHARPP Peer Advocates assist with staffing the 24/7 helpline and providing services to survivors. Advocates empower survivors by offering information, tools, resources, and support.

The UNH Sustainability Institute Changemaker Fellowship program provides first year students with an increased opportunity to harness their passion to make a real impact on campus, in New Hampshire and beyond. Students are paired with a changemaker coach who are UNH students with experience in our programs and changemaking here on campus and in the community. They help students make the most of their UNH experience, while driving social, environmental, and economic action. To help first-year students navigate the college environment and prioritize their involvement, they attend monthly meetings and participate in workshops and training sessions to develop essential personal, professional and leadership skills. They are provided with early access to various Sustainability Institute programs and initiatives that promote sustainability and social impact through hands-on-opportunities both on and off campus.
UNH offers a variety of new internship opportunities each year that are suitable for students across many academic disciplines.

Here is an example of a Health and Wellness Intern:

The Alcohol, Nicotine, and Other Drug Intern- Under the supervision of Alcohol, Nicotine, and Other Drug (ANOD) Educator/Counselors at UNH Health & Wellness, ANOD Interns will assist with the development and implementation of alcohol, nicotine, and other drug prevention, education, and support initiatives.

The program's goals are to:

Reduce harms associated with student alcohol, THC, and other drug use Assist in developing and supporting a collegiate recovery community at UNH
Facilitate outreach and programming related to nicotine education and cessation resources

Responsibilities include:
Working within a team to design and implement ANOD initiatives
Engaging and collaborating with student leaders, student groups, teams, and organizations

Peer Tutors at UNH Manchester complete a 3-credit writing intensive tutor training course and have peer tutoring experience at the Center for Academic Enrichment (CAE) at UNHM. Working as a peer tutor for CAE is an opportunity to continue improving students own academic skills and grow professionally while helping peers in their community. The CAE also offers the opportunity to work as an English speaker of other languages (ESOL) Tutor in local area high schools. Tutors assist English language learners (ELL) in coordination with high school classroom teachers, or one-on-one in the high school.

SECTION 13: Community Engagement and other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (the following apply)

- campus diversity, inclusion, and equity goals (for students and faculty)
- efforts aimed at student retention and success
- encouraging and measuring student registration and voting
- development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
- social innovation or social entrepreneurship that reflects the principles and practices of community engagement the campus institutional review board (IRB)
- provides specific guidance for researchers regarding human subject protections for community engaged research
- efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students outreach activities
- lifelong learning (non-credit)
- campus food security programs (internal and external)

2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years.

Campus food security programs (internal and external) External-NH Food Access Map

Families and individuals who experience food insecurity lack regular access to enough nutritious food to live a healthy and active life.

When New Hampshire shut down in March 2020 due to COVID-19, there was a drastic change to the food assistance landscape and a lack of connection of these changing resources for food insecure families.

Due to the pandemic, one in six households is now food insecure, twice the rate it was at the beginning of 2020. Of greatest significance, this translates to an estimated 21-23% of children now living in food insecure households in NH.
In partnership with New Hampshire's public assistance community, UNH Extension Nutrition Connections Program (UNHENC) responded by creating the NH Food Access Map.

The NH Food Access Map mission is to provide a convenient "one-stop shopping" tool that connects food insecure families with food resources such as pantries, summer meals, SNAP/EBT incentives as well as the stakeholders who support them through federal nutrition & food assistance programs.
Three strategies were used to achieve the project mission. The team engaged families who experienced and are at risk of food insecurity to participate in an interactive map review. Secondly, they conducted listening sessions targeting three specific groups — healthcare, school, and agency staff who work directly with food insecure families. Lastly, collaborative sessions involved state leaders from the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), NH Department of Health & Human Services, NH Department of Education, NH Food Bank, NH Hunger Solutions and UNH Extension to process the role of the map based on their organizations' "missions and visions."

The map connects families, and the stakeholders who work with them, to many food resources in locations across the state. Stakeholders are schools, healthcare providers, state agencies and non-profit organizations including food pantries. These stakeholders often serve as a gateway to food access, helping families find food in their community.

Campus food security programs (internal and external) – Internal

The United States wastes over 60 million tons of food each year or approximately 43% of the food produced annually and yet 13% of Americans lack reliable access to adequate food and therefore are food insecure. At UNH, it is estimated that 19% of students face food insecurity. Over the past two years members of the UNH community along with Gather, a food pantry and distribution network, have collaborated to repurpose an underused kitchen on the UNH campus to prepare meals with food from UNH Dining Services that would otherwise be lost to food waste. To help coordinate this effort, UNH faculty worked with AmeriCorps VISTA to detail the need for a coordinator to help this effort. An AmeriCorps VISTA worker was brought to UNH through a federal/state partnership, to assist UNH in

addressing food insecurity among students and in local communities. Partners in this effort include Campus Compact for New Hampshire, New Hampshire GEAR UP Alliance, New Hampshire College, and University Council, Gather, interested faculty and students and AmeriCorps VISTA. The VISTA worker helped launch the Food Repurposing Project.

Food Repurposing Project volunteers from the UNH College of Life Sciences and Agriculture (COLSA), Dining Services and Gather meet each week to prepare ready-to-eat meals from unused dining hall food and donated items and distribute it to local food pantries. Since fall 2022, the program has prepared and distributed approximately 6,300 meals to students and families in need. The program's success relies on a small team of UNH and Gather staff and a larger army of 86 volunteers.

In addition, the Basic Needs Committee has taken these efforts a step further with the creation of UNH's first- ever student food pantry on the Durham campus. UNH Cats' Cupboard, located in the Memorial Union Building, helps alleviate food insecurity for UNH Students in need by providing supplemental, direct access to free, nourishing food.

Campus diversity, inclusion, and equity goals (for students and faculty)

New Hampshire (NH) Listens is a community engagement initiative of the Carsey School of Public Policy at UNH that engages the public to promote mutual understanding and action across many differences, such as race, culture, life experiences, and politics
NH Listens partners with the Endowment for Health, a statewide foundation dedicated to improved health for the people of NH. The partnership consists of two key programmatic initiatives:

The Race and Equity in NH Series (R&E Series) works to tackle racial justice and equity challenges leading to improved practice and policy resulting in multiple implementation projects, refined research, and the creation of the New Hampshire Center for Justice and Equity.

The Leadership Learning Exchange for Equity Series (L2E2) focuses on more equitable and inclusive leadership practices centered on systemic racism, implicit bias, and the role of race in work, personal lives, and communities. The goal is to build a community of leaders who are ready to be allies in the work to increase racial equity.

These partnerships are a pathway for UNH students to gain practical, real-world experiences involving intersectional work across campus and engaged community partnerships. PA897, Public Engagement in Communities Using an Equity Lens as a Reflective Practitioner, is now a regular offering to graduate students.

The partnership with the Endowment led NH Listens to design and host a multicultural community of practice. Alumni, students, staff, and faculty participate. They contribute regularly as designers, facilitators, and authors. The impact of this ongoing community of practice has been transformative in our ability to respond to critical incidents.

Core to the work at NH Listens is dialogue and they continue to learn that sustaining hard conversations takes practice and cultural change. Dialogue and facilitation are built into our approach.

NH Listens is seen as the institution's lead when it comes to working with external audiences re: embedding Diversity, Equity, Inclusion, Justice (DEIJ) principles and building awareness. In alignment with the community of practice, UNH students learn to promote mutual understanding, compassion and awareness across differences spanning from identity, life experiences, to politics.

SECTION 14: Reflection

Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

If found deserving, the University of New Hampshire community will be proud to be designated as a Carnegie Community Engaged University. This recognition highlights our commitment to fostering meaningful partnerships with our local and global communities, and actively engaging in service learning, engaged scholarship, and engaged research activities.

However, as we reflect on our achievements, we also recognize areas of improvement, particularly in developing a community-wide systematic process to collect data on our service learning and engaged scholarship and research activities on an annual basis. While we have made great strides integrating community engagement into our curriculum and research as evidenced by this application, we acknowledge the need for a more streamlined approach to data collection, analysis, and reporting.

One area of improvement is enhancing our data collection methods to capture the diverse range of service learning and engaged scholarship activities undertaken by our faculty, staff, and students. This includes creating a standardized system to collect data on community partnerships, student involvement, outcomes, and impact of our engagement initiatives. By doing so, we can effectively measure and communicate the value and impact of our community engagement efforts and make informed decisions to continuously improve our practices. The university is in the process of implementing IT solutions capable of facilitating the designation of service learning and engaged scholarship courses at the section level. CourseLeaf, a curricular management software solution, will allow faculty and instructors to add an attribute to the course designation indicating that the class involves service learning and/or engaged scholarship. This is important as a data gathering tool but will allow undergraduate and graduate students to more easily identify courses that include engaged learning practices.

To address the need for better faculty engagement data, academic leaders are working with departments and the faculty senate to evaluate the current faculty annual reporting processes and work together to identify a system(s) that will allow better coordination and

common engagement measure tracking.

Additionally, we recognize the importance of promoting a culture of community engagement across all disciplines and units within the university. This includes providing adequate support, resources, and training to faculty and staff to effectively engage with community partners and integrating community engagement into promotion and tenure processes. It also involves fostering a collaborative and inclusive approach to community engagement, where diverse voices and perspectives are valued and included in the decision-making process. The faculty senate and university leadership are committed to this recognition and in 2021 approved a series of actions that will impact scholarship, teaching, and service across the entire university. These actions include the adoption and dissemination of a clear definition of engaged scholarship, and modifications to university guidelines for all faculty designations promotion and tenure that explicitly emphasis engaged scholarship.

As we move forward, we are committed to addressing these areas of improvement and further strengthening our community engagement efforts. UNH will work collaboratively with our community partners, faculty, staff, and students to develop a systematic and comprehensive approach to collecting, analyzing, and reporting data on our service learning and engaged scholarship and research activities. We will also continue to cultivate a culture of community engagement that fosters meaningful and sustainable partnerships and contributes to positive social change. Our hoped-for designation as a Carnegie Community Engaged institution is an important milestone, and we are dedicated to continuously improving our practices to better serve our communities and fulfill our commitment to community engagement.

1. **During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.**

   Team members attended two of the Carnegie webinars. March 1, 2023: Collecting Data & Selecting Examples; and May 10, 2022: Building a Classification Team and Aligning Data. The webinar in March was too late in our cycle to be helpful. The project manager also used "The Elective Carnegie Community Engagement Classification: Constructing a Successful Application for First-Time and Re-Classification Applicant" by John Saltmarsh and Mathew B. Johnson Editor as a reference and resource.

2. **(Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.**

   We included a range of perspectives both on the committees and working through answers that hopefully produced a well-rounded and collaborative document.