UNIVERSITY OF
DELAWARE.®

CIVIC ACTION PLAN

The University of Delaware Strategic Vision for Strengthening Community Engagement

December 2017

*Developed by the University of Delaware's
Community Engagement Initiative*

UD Engage
COMMUNITY ENGAGEMENT INITIATIVE

Above: The Community Engagement Scholars inaugurated their new program with a pre-semester service trip with Sussex County Habitat for Humanity in Laurel and Millsboro, Delaware. Left: In 2017, for the sixth straight year, and for the 10th time overall, the University of Delaware has captured the Colonial Athletic Association Blood Challenge title.

President's Message

The University of Delaware Civic Action Plan articulates our strategic vision and sets the agenda to strengthen our contributions as one of the nation's most engaged research universities. Our University's long tradition of scholarly research/creative activities, teaching and service is grounded in a commitment to creating and disseminating knowledge for the benefit of society. Our mission is to engage students, faculty, staff and alumni in the most compelling social, cultural, artistic and scientific challenges of our age and to join the world's leading universities in addressing such critical matters as environmental sustainability, social justice, human health and the alleviation of poverty and suffering.

Engagement is a critical dimension of the University's strategic priorities and permeates every academic discipline. While the University is proud of its Community Engagement Classification from the Carnegie Foundation, we consider it not so much an achievement but a starting point. Our engagement through robust partnerships links our scholarship to action and extends our reach into the world. Partnerships help us provoke new thinking in the classroom, pursue new insights in every field, translate our discoveries to innovation and engage with the community. Our faculty and professionals are committed to scholarship that addresses the essential issues of our times and benefits the communities we serve. We are dedicated to preparing our students, through engagement, to be creative and collaborative leaders in a diverse society.

We are pleased to add the University of Delaware's Civic Action Plan to those of the Campus Compact, and we affirm our commitment to carrying out the action agenda described in this plan.

Dennis Assanis
President

Above: A multidisciplinary team documented the culture of the Ese'Eja people, one of the last indigenous cultures of the Peruvian Amazon. Right: A Cooperative Extension Master Gardener teaches students from the Early Learning Center about growing food from seed to fruit.

T he University of Delaware has a long tradition of applying knowledge, creativity and civic commitment to the critical challenges facing communities in Delaware, across the nation and around the world. The Civic Action Plan projects the strategic vision for strengthening UD's identity as an engaged research university:

Launching knowledge-based partnerships to address critical challenges in Delaware and beyond

Fostering engaged scholarship in research/ creative activities, teaching and public service

Enhancing capacity to support university-wide community engagement

Expanding opportunities for undergraduate and graduate students

Growing UD's impact in the communities we serve, local to global

Above: Student volunteers working with Lori's Hands gain a broader understanding of community health through supporting individuals needing in-home support.
Left: Service Learning Scholars show campers at Girls, Inc. how to create their own music in the Beat Goes On program.

". . . the University has a strong tradition of distinguished scholarship, research, teaching and service that is grounded in a commitment to increasing and disseminating scientific, humanistic and social knowledge for the benefit of the larger society." — University of Delaware Mission Statement

Strengthening Community Engagement

One of the measures of every great research university is the extent to which the knowledge it generates enriches the quality of life in the communities it serves. As a land-grant, sea-grant, space-grant institution and the only comprehensive research university in the state, the University of Delaware has a long tradition of applying knowledge, creativity and civic commitment to the critical challenges facing communities in Delaware, across the nation and around the world. Our approach aligns with the mission of funding agencies such as the National Science Foundation, which notes on its website that it promotes "the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense," and asserts that the knowledge created is transformative because it is "a primary driver of the U.S. economy; enhances that nation's security; and advances knowledge to sustain global leadership."

In 2014, a task force of faculty, staff, student and community representatives researched and assembled a successful application for the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The classification underscores the University's role as a dynamic force for incorporating engagement in the education of its students and the scholarship of its faculty and improving the quality of life in communities near and far. The Carnegie review also identified areas for further development. These include: 1) the development of assessment tools for measuring community perceptions; tracking engagement data; assessing impact; and assessing student learning; 2) maintaining collaborative, mutually beneficial partnerships in key areas of societal need; 3) faculty support and rewards for the scholarship of engagement; and 4) alignment of engagement with other university priorities.

In 2015, the task force evolved into the Community Engagement Commission, which studied models and best practices at other institutions to recommend a structure best suited for sustaining and expanding UD's community-based efforts.

In February 2016, Provost Domenico Grasso launched the Community Engagement Initiative to further strengthen UD's identity as an engaged university. The Initiative focuses on what makes every community strong: improving public education, community health and environmental quality; encouraging economic development and social equity; and expanding arts and cultural programs that enrich quality of life. The February 2017 *Community Engagement Initiative First Year Status Report* summarized the priorities of the Initiative in five areas: Institutional Capacity; Faculty Scholarship and Development; Student Opportunities;

Community Engagement Partnerships; and Strengthening UD's Impact: Local to Global. Those priorities are the focal points of the University's Civic Action Plan. Of particular importance to carrying out that plan is our recognized and shared institutional responsibility as one of the nation's leading public research universities to apply the knowledge of our faculty, staff and students to address the critical challenges of our times.

Approach

The Civic Action Plan is the strategic vision for strengthening UD's identity as an engaged research university. The Community Engagement Initiative team holds responsibility for implementing the plan.

To develop this plan, the leaders of the Community Engagement Initiative called together representatives from across the university to serve as members of the Campus Compact Council. The council was tasked with writing the Civic Action Plan. The council viewed this as an opportunity to develop partnerships throughout campus that would strengthen opportunities for engaged scholarship by faculty, staff and students, and incorporate the key dimensions of community and civic engagement into university and college priorities.

- The baseline for the civic action plan was the work already conducted by the 2014 task force, the 2015 Commission and the recently established Community Engagement Initiative. An initial report on priorities was produced in February 2017.

- The deans of each college produced statements about the relationship of community engagement to each college's missions and priorities. Statements begin on page 25.

- The Council of Community Engagement and Public Service Centers brought together leaders from 23 units with primary responsibility for programs centered on community partnerships. The council ensures that key partnership programs are incorporated in the civic action plan and that the priorities of community partners are recognized and included.

- The Division of Student Life, the Center for Teaching and Assessment of Learning, Intercollegiate Athletics and Recreation Services and other units produced plans to further integrate community engagement into their operations.

- A provost-initiated committee reviewed promotion and tenure criteria and initiated a university-wide dialogue on the scholarship of engagement and how it connects to the overall priorities of our research university.

- The civic action plan reflects coordination with the offices of Enrollment Management; Institutional Research and Effectiveness; Research, Scholarship and Innovation; the Vice President and University Secretary; the Faculty Senate; Facilities, Real Estate and Auxiliary Services; the Library, Museums and Press.

- The Civic Action Plan is a complement to the university's strategic plan for strengthening inclusion and diversity, *Inclusive Excellence: A Plan for Diversity at UD*. Community engagement fosters a climate in which students, faculty and staff are able to recognize the contributions and perspectives of different cultures and gender and integrate that knowledge into their work within the communities they serve.

- The Office of Communications and Marketing developed a dissemination strategy to better communicate how the knowledge generated at UD enriches the quality of life in the communities it serves.

The Community Engagement Initiative compiled the report from all sources and worked with the Campus Compact Council to complete the final civic action plan.

Strategic Objectives and Action Steps

Over the next three years, the university will pursue objectives and action steps in the following areas: (a) enhancing capacity to support university-wide community engagement, (b) fostering engaged scholarship in research/creative activities, teaching and public service, (c) expanding opportunities for undergraduate and graduate students, (d) launching knowledge-based partnerships to address critical challenges in Delaware and beyond, and (e) growing UD's impact in the communities we serve, locally and globally.

The Community Engagement Initiative has the responsibility for implementing the plan, working in collaboration with the Campus Compact Council, the Council of Community Engagement and Public Service Centers and the University's seven colleges and university-wide offices and leaders. Ongoing monitoring of progress will be provided through UD Impact, a new program to gauge the influence of the university on the quality of life of the communities it serves. In addition, internal assessments of engagement activity and outcomes from campus-wide data will be gathered by the Community Engagement Initiative, working with the offices of Enrollment Management; Institutional Research and Effectiveness; Research, Scholarship and Innovation; and from reports from Colleges and other University units.

A. Enhancing Capacity to Support University-Wide Community Engagement

Strengthening institutional capacity for community engagement means building upon and adding to the diverse contributions that already define UD as an engaged university. The Community Engagement Initiative, under the Office of the Provost, serves as a university-wide hub for many capacity-building projects and programs, working in collaboration with colleges and other campus units and with community partners.

ACTION STEPS

- All **seven Colleges** have affirmed their commitment to community engagement as a part of their missions and priorities. Colleges will begin to initiate programs that reflect those priorities and thereby strengthen opportunities for engagement through research, teaching and service. For faculty, this includes expanded opportunities for community engagement fellowships and professional development programs that help faculty recognize how to connect their scholarship with community needs. For students, this includes expanded opportunities for undergraduates and graduate students to participate in community engagement as an integral part of a UD education through academic and co-curricular programs, including funded summer and academic year assistantships with community institutions, nonprofit organizations and governmental agencies. For faculty, students and staff, this includes college recognition and awards for outstanding community engagement achievements. (Statements begin on page 25.)

- The **Campus Compact Council** serves as the critical coordinating body for implementation of the civic action plan. On a continuing basis, the council identifies opportunities for strengthening institutional capacity and develops action plans for acting on those opportunities. This role goes beyond meeting those targets already identified. For example, the Campus Compact Council has identified the need for strengthening university-wide assessment of engagement outcomes and impacts.

- The **Council of Community Engagement and Public Service Centers** facilitates collaboration amongst centers to strengthen the impact of their work in Delaware and identify both need and opportunity for new partnership programs. The council's initial work has focused on improving university administrative and policy support for the work of community engagement and public service centers, including stronger support for engagement-oriented research and public service. The council's next efforts focus on three areas: strengthening communications on campus and beyond about engagement programs and partnerships; developing and carrying out a comprehensive awards program that recognizes excellence in community engagement among faculty, staff and students; and proposing and enacting changes in university policies and practices that will promote a more community friendly campus.

- The **Division of Student Life** facilitates community engagement and strengthens its capacity to support community engagement in student life and administrative offices.

  - **Residence Life** collaborates with the Community Engagement Initiative to deepen partnerships with civic and community service leaders, to address

citizenship themes related to living in Newark through a new video shown to all incoming first-year students, and to provide advisement as Residence Life evolves its community engagement student learning outcomes.

- The **Career Services Center** collaborates with the Community Engagement Initiative to utilize the "Handshake" career management database as the focal point for community partner connections to students for internships and volunteer opportunities.

- **Student Wellness and Health Promotion** collaborates with the Community Engagement Initiative to transform student leadership experiences into service-learning credit-based opportunities.

- The **Division of Intercollegiate Athletics and Recreation Services** facilitates volunteer and community service projects for team and individual student athletes. Student-athletes will volunteer as part of event promotions for causes including cancer awareness, anti-bullying, literacy, blood bank collections and food drives. They will mentor young students in local schools; and host under-privileged groups and organizations for clinics, games and activities. The newly launched Building Leaders Utilizing Education (BLUE) program curriculum provides a platform for service learning and community engagement as an integral part of the Blue Hen varsity, club and spirit team experiences at UD.

- The **Sustainability Taskforce**, operating under the Community Engagement Initiative, has committed to work in three broad areas:

  - The **Academic Advancement** working group focuses on the development of academic program proposals related to sustainability. The initial goal is to develop a professionally oriented accelerated combined BA and master's program.

  - The **Engagement and Education** working group focuses on the further development and expansion of community education and engagement opportunities for faculty, staff and students, including, but not limited to, Campus Sustainability Day, Green Liaisons and Earth Month.

  - The **Planning and Facilities Improvement** working group focuses on projects to increase the environmental sustainability and efficiency of the physical plant at the University of Delaware and to expand student knowledge and awareness of recycling efforts. This work will be conducted in partnership with the City of Newark as part of a larger effort, called **Sustainable Newark**, to set and achieve broad sustainability goals for both the city and the university and create a forum for increased community engagement.

- **Communications Strategy** developed in collaboration with the offices of Communication and Marketing and the University Secretary that highlights the public mission of higher education. There is broad agreement that UD's identity and contributions as an engaged university should be better recognized on campus and in the wider community. A comprehensive communication strategy will be developed and implemented to better project UD's identity as an engaged university, to increase recognition of the contributions of faculty, staff and students and to demonstrate UD's impact on improving the quality of life in the communities that we serve. This strategy must include all media and be sustained by contributions from all parts of campus and from community partners.

B. Fostering Engaged Scholarship in Research/Creative Activities, Teaching and Public Service

The University is committed to strengthening contributions to the scholarship of engagement in research/creative activities, teaching and public and community service. As a member of The Research University Civic Engagement Network (TRUCEN) we subscribe to its belief that "Through scholarship that combines rigorous academic standards with community collaboration, broadly defined, research universities can deepen our understanding of issues and develop practical solutions that will make a difference. Through teaching that combines deep understanding of issues with engagement in community and global problem-solving, they can give students the knowledge, analytical skills and civic disposition required to address our greatest challenges." In our view, the faculty at all great 21st-century research universities must be noted for contributions to engaged scholarship in research/creative activities, teaching and public and community service that address the critical challenges of our times.

ACTION STEPS

- **Faculty Fellows** – Faculty Fellows in each college play leadership roles on key community engagement priorities. The first appointments of faculty fellows by the Community Engagement Initiative in 2017–2018 support partnerships focused on community sustainability and arts and culture, and support expansion of engagement opportunities in the Associate in Arts program and university engagement with diverse communities in southern Delaware. Over the next three years, this program will expand faculty fellow appointments in other areas. Colleges are encouraged to create their own faculty fellows programs in coordination with the fellows program established by the Community Engagement Initiative.

- **Scholarship of Engagement** – Discussions will take place in each College regarding the expansion of the definition of scholarship to include engagement. The University

will host programs and symposia on engaged scholarship, highlighting effective models from top-tier research universities.

- **Recognizing Faculty Efforts** – The Provost's Task Force on Promotion and Tenure has recommended changes to the Faculty Handbook that will promote the recognition of engaged and scholarly teaching, research, creative activities and service.

- **Faculty and Staff Professional Development** – In collaboration with the program leaders at the Harker Interdisciplinary Science and Engineering Laboratory, a weekly, interdisciplinary-engaged scholarship speaker series has been initiated that includes contributions from faculty and community partners on topics of critical importance to the communities the University serves.

- **Faculty Learning Community** – In collaboration with the Center for Teaching and the Assessment of Learning, the long-term learning community will develop skills on the effectiveness of community-engaged teaching.

- **Community Engagement Awards** – Faculty, staff and community partner awards programs will be implemented at the University and College levels to recognize exemplary practices.

- **Discover Delaware Program** – Annually, this program will introduce faculty and staff to potential community engagement partnerships throughout the state.

C. Expanding Opportunities for Undergraduate and Graduate Students

Through community engagement, students become active citizens and recognize that what they learn in their courses can improve the communities where they live and work. Moreover, student community engagement is recognized as a key factor in the preparation of our graduates for productive and fulfilling lives that reflect the greater responsibilities of educated citizens. UD students already contribute to community engagement through a wide range of programs that address critical needs in Delaware and across the globe. Community engagement shall become a signature feature of a UD education for both undergraduate and graduate students.

The undergraduate experience cultivates student engagement and prepares graduates for the world they will enter through increased opportunities for integrating curricular and co-curricular community engagement activities into academic programs; students gain increased understanding of post-college career and academic paths focused on the public good.

The graduate student experience provides students with the ability to incorporate community engagement into their current and future teaching, research and creative activities and service projects.

ACTION STEPS

- **Undergraduate Students**

  - **Community Engagement Scholars** – This interdisciplinary program for incoming first-year students, designed to facilitate integration of civic engagement into student academic and career goals, welcomed its first class in fall 2017. Community Engagement Initiative staff members will work with Enrollment Services and College advisors to expand the number of first-year student participants and develop opportunities for students to join in-stream.

  - **Community Engagement Course of Study** – A rigorous course of study and engagement by undergraduates to be noted on the student's transcript. The Community Engagement Initiative will partner with the Undergraduate Studies Committee and the registrar's office to develop a proposal for the Faculty Senate.

  - **Community Engagement Ambassadors** – Elite peer educators serve as a liaison between the Community Engagement Initiative and the student body. Ambassadors will increase student awareness of and involvement in community engagement opportunities. Ambassadors will provide enhanced opportunities for reflection for all students engaged in co-curricular volunteer and service programs.

  - **Co-curricular Program** – The Community Engagement Initiative will collaborate with Student Life professionals to enrich co-curricular programs that deepen understanding of civic engagement. Initiative staff members will work with UD's alternative breaks program staff and executive board to enhance site-leader training and participant pre-trip preparation. Initiative staff members will work with Residence Life and Housing to create a training module on Community Engagement for Residence Life Assistants.

  - **Service Immersion Programs** – Program administrators will coordinate programming and expand the number of undergraduates participating in summer and academic year community engagement immersion programs. This programming will include shared orientations and coordinated presentations at the annual summer Research and Service Symposium.

- **Graduate Students**

  - **Workshops** – The Community Engagement Initiative working with the Office of Graduate and Professional Studies and the Graduate Student Senate will debut a series of regularly held workshops on incorporating community engagement into scholarship, research/creative activities and teaching.

- **Summer Fellows Program** – This program will provide the opportunity for graduate students to develop and implement scholarly community engagement projects into their degree programs.

- **Graduate Student Certificate** – A certificate program will promote the development of skills and knowledge in community engagement during degree attainment and in preparation for future careers.

- **Annual Conference** – An annual conference covering topics of engaged scholarship will be held for students and faculty.

- **Project Work** – Graduate students with the Community Engagement Initiative will serve as facilitators, assigned to work with the knowledge-based partnerships and other projects.

- **Collaboration with Center for the Integration of Research, Teaching and Learning (CIRTL)** – Community engagement teaching and learning outcomes will be included in the CIRTL curriculum.

- **Assessment**

  - **Learning Outcomes** – Collaborate with the UD's Center for Teaching and Learning to develop a survey instrument to measure learning outcomes for all student participants in community engagement (both curricular and co-curricular). In addition, create a set of questions for community partners to assess their experience and contribution to student learning.

- **Awards**

  - **Student Recognition** – An Awards and Recognition Program will be instituted at the University and College levels that recognizes the contributions of UD's most engaged undergraduate and graduate students as part of the spring leading up to graduation and commencement.

D. Launching Knowledge-Based Partnerships to Address Critical Challenges in Delaware and Beyond

A key priority of the Civic Action Plan is to launch new partnerships that apply UD's knowledge and capacity to the challenges that face communities in Delaware and beyond. In addition, UD will establish Community Partnership Offices to provide support for developing partnerships to better serve communities throughout Delaware.

Partnership for Public Education

The Partnership for Public Education (PPE), the first of the new partnerships supported by the Community Engagement Initiative, draws upon UD's strength as a research institution to improve Delaware public education. PPE provides support for initiatives of faculty, professionals and students to collaborate with the public schools and other partner institutions.

ACTION STEPS

- PPE will create and maintain an education partnership database, accessed through the PPE website, to display the existing partnership work and to provide a place where both University and P–12 personnel can connect and learn more.

- PPE will clarify and strengthen the implementation of the Beau Biden law through recommendations to the university to effectively engage in work with P–12 students.

- PPE will continue to develop programming based on the needs of University personnel engaged in or interested in education partnership work. PPE's programming will build campus capacity through targeted skill development (cultural understanding, community differences, grant writing, memorandum of understanding writing) necessary for partnership work with the P–12 community.

- PPE will facilitate TeachDE and will guide the initiative in the development of formal recommendations. TeachDE is a statewide initiative to improve teacher preparation and strengthen the teacher pipeline in Delaware and will guide the initiative in the development of formal recommendations.

- PPE will continue to engage faculty and staff through the PPE Fellows Program. Fellows are supported for up to one year with funds for (1) partnership projects to bring together UD community members and P–12 partners to work on a particular issue or problem of importance to Delaware public education, or (2) capacity-building projects to allow UD community members to develop the new skills and knowledge necessary to support underserved communities and populations.

- PPE will continue to produce research, practice and policy briefs that address issues of critical importance to Delaware public education. Through this brief series, PPE aims to make information accessible to both the UD and greater Delaware community.

Partnership for Healthy Communities

The Partnership for Healthy Communities (PHC), launched in October 2017, will mobilize the University's research, educational and public service capacities to improve the health and well-being of Delaware residents and others across the nation, particularly those living in communities characterized by social and economic disadvantage.

ACTION STEPS

- Under the framework of the Community Engagement Initiative, PHC will strengthen the University's partnerships with local and national institutions that share the goal of creating and sustaining healthy communities at all scales, local to global.

- With primary sponsorship from the Colleges of Arts and Sciences, Health Sciences and Agriculture and Natural Resources, PHC will engage faculty, staff and students from all colleges. PHC will become a catalyst and focal point for community health-related research and academic programs.

- PHC will disseminate data on the intersection of education, health and wellness.

- PHC will coordinate with the One World, One Health Initiative in the College of Agriculture and Natural Resources.

Partnership for Arts and Culture

The Partnership for Arts and Culture (PAC) will officially launch in spring 2018 and will support the development of new collaborations with arts and culture institutions at all levels, local to global. It will serve as a repository/resource for artistic and cultural collaborations with a specific focus on global understanding and social change. With primary sponsorship from the College of Arts and Sciences and the Community Engagement Initiative, PAC will be campus-wide and support opportunities for interdisciplinary and engaged scholarship for faculty, professionals and students in all colleges.

ACTION STEPS

- PAC will implement a mini-grant program for faculty in collaboration with the College of Arts and Sciences.

- PAC will implement a Newark Arts Partnership in collaboration with the Newark Partnership.

- PAC will conduct an annual inventory of UD arts and culture projects.

- PAC will develop opportunities for collaborative learning, both locally and regionally.

- PAC will conduct an arts research project in collaboration with the Delaware Arts Alliance, the Delaware Department of Education and the College of Arts and Sciences.

Newark/University Partnership

The Newark/University Partnership focuses on programs that enhance the long-term quality of life throughout Newark.

ACTION STEPS

- **Sustainable Newark** – Sustainable Newark is a joint initiative of the university and the City of Newark to strengthen programs that enhance environmental quality and promote reliance on appropriate technologies, improve multi-modal energy efficient transportation (including bike transit), support collaborative projects of recycling and resource use, and expand reliance on clean energy options, such as solar, wind and conservation. Sustainable Newark will engage UD faculty, professionals and students in many facets of improving the overall quality of the environment of both the campus and the surrounding community.

- **Diversity Partnerships** – Diversity and inclusion are key priorities of the University. The Community Engagement Initiative and the Vice Provost for Diversity are working in partnership with a wide range of community partners in Newark and Wilmington to enhance partnerships that support diversity and inclusion in the community and on campus. An initial project with direct support from the UD Library working with the Newark NAACP, City of Newark and other community sponsors, seeks to preserve the heritage and history of the African-American community adjacent to the university's campus and to engage UD students and faculty in greater recognition, appreciation and support of the diverse community within which the university is located. The Diversity partnership includes the Newark NAACP and the UD Vice Provost for Diversity.

- **Arts and Culture** – Through the Partnership for Arts and Culture, new collaborations will be established with Newark arts and culture institutions to strengthen programs that serve all parts of the community.

- **Downtown Newark Partnership** – The Community Engagement Initiative will assist the Downtown Newark Partnership in carrying out its new and larger strategic vision for promoting prosperity and community enrichment. This may involve identification of national best practices that may be replicated through the collaboration of the City of Newark, the University and business and community institutions and advocates.

- **Newark Fellows** – This program will engage UD undergraduate and graduate students through assistantships and internships in support of the work of departments of the City of Newark and in support of community institutions.

Wilmington Partnership

The Wilmington Partnership will be supported by an agreement between UD, Delaware State University and the Wilmington city government to create a formal framework for collaboration addressing the most compelling challenges and opportunities faced by Delaware's largest city and its residents. Other community institutions, such as the Delaware Community Foundation, will also be engaged with this new partnership. Led by the Center for Community Research and Service, the University has played a central role in addressing the urban challenges facing Wilmington and New Castle County for more than half a century. Now this role will be strengthened through programs that increase and sustain research-based collaborative approaches to challenges related to health, education, community and economic development and environmental sustainability.

ACTION STEPS

- **UD Community Partnership Office** – A UD Community Partnership Office will be established in Wilmington.

- **How Wilmington Compares** – An active data site that will enable comparison of Wilmington with other communities on key quality of life indicators will be launched.

- **Urban Fellows Program** – The Urban Fellows Program will be expanded, whereby graduate and undergraduate students work with city departments and with the Wilmington City Council.

- **Metro Lab** – Participation in the national Metro Lab program will promote the appropriate use of technologies to improve city services.

E. Growing UD's Impact in the Communities We Serve, Local to Global

Our community engagement effort will support UD's mission through data-gathering to promote informed decisions and the public dissemination of knowledge gained.

- **UD IMPACT** – UD Impact is being launched as an ongoing campus-wide review of all economic, social and educational contributions of the University across the state and region. UD Impact will document and analyze the University's economic impact on Delaware and beyond, the impact on the quality of life (health, education, environmental, community development, arts, culture and athletics) in communities across the state and the impact on local and state government and services. UD Impact will not only result in annual reports that document the University's contributions and outcomes, but also an active website where data and

analysis collected by the UD Impact program can be accessed by those on campus and in the community.

- **Strengthening assessment** – Institutional Research and Effectiveness, Center for Teaching and Assessment of Learning, Student Life Assessment Office and the Center for Applied Demography and Survey Research gather, analyze and disseminate data and contribute to UD IMPACT.

- **Institutional Leadership in Engagement** – UD will pursue leadership roles in local, regional and global networks through Campus Compact Mid-Atlantic, The Research Universities Civic Engagement Network (TRUCEN) and the Association of Public and Land-grant Universities and the Engaged Scholarship Consortium. Of particular note, UD will be a founding member of the renamed and restructured regional Campus Compact Mid-Atlantic and will host the formal launch of what will be the largest regional organization in the Campus Compact in the spring of 2018. UD will be joined by other Delaware higher education institutions, creating the conditions for greater collaboration across institutions in support of shared contributions to the improvement of communities across Delaware.

UNIVERSITY LEADERSHIP

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Mark Rieger, Dean, College of Agriculture and Natural Resources

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Jon Cox, Faculty Fellow for the Community Engagement Initiative; Department of Art and Design

Julie McGee, Faculty Fellow for the Community Engagement Initiative; Co-Chair of the Partnership for Arts and Culture; Associate Professor of Africana Studies and Art History

Andrea Sarzynski, Faculty Fellow for the Community Engagement Initiative; Associate Professor of Urban Affairs and Public Policy, School of Public Policy and Administration

David Teague, Faculty Fellow for Community Engagement Initiative; Professor, Associate in Arts Program

April Veness, Faculty Fellow for the Community Engagement Initiative; Associate Professor of Geography and Latin American and Iberian Studies

CAMPUS COMPACT COUNCIL

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Heather Kelly, Director of Institutional Research

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Jennifer Merrill, Research Manager, Delaware Sea Grant College Program, College of Earth, Ocean, and Environment

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April Veness, Faculty Fellow for the Community Engagement Initiative; Associate Professor of Geography and Latin American and Iberian Studies

Doug Zander, Executive Director of Admissions

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Layne Humphrey, Assistant Center Director, Center for Research on Education and Social Policy, College of Education and Human Development

Jason Hustedt, Research Director, Delaware Institute for Excellence in Early Childhood, College of Education and Human Development

George Irvine, Director of Graduate Corporate Programs and Partnerships, Alfred Lerner College of Business and Economics

Melissa Jurist, Director, K–12 Engineering, College of Engineering

Nancy Karibjanian, Director, Center for Political Communication, College of Arts and Sciences

Allison Karpyn, Associate Director, Center for Research on Education and Social Policy, College of Education and Human Development

James Kendra, Director, Disaster Research Center, College of Arts and Sciences

John Koh, Director, Delaware Biotechnology Institute

Rita Landgraf, Director of Partnership for Healthy Communities; Professor of Practice, College of Health Sciences

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Jerome Lewis, Director, Institute for Public Administration, School of Public Policy and Administration

Cathy McLaughlin, Executive Director, Biden Institute, School of Public Policy and Administration

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Jeanette Miller, Associate Director, Delaware Environmental Institute

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Caitlin Olsen, Manager of Community Relations and Special Events, Office of University Secretary

Kimberly Reinagel-Nietubicz, Strategic Policy Analysis, Office of the Executive Vice President

Tom Powers, Director, Center for Science, Ethics, and Public Policy, College of Arts and Sciences

Ed Ratledge, Director, Center for Applied Demography and Survey Research, School of Public Policy and Administration

Chandra Reedy, Professor; Interim Director of the Center for Historic Architecture and Design, School of Public Policy and Administration

Chrissy Visher, Director, Center for Drug and Health Studies, College of Arts and Sciences

Dionisios Vlachos, Director, Catalysis Center for Energy Innovation, College of Engineering

Tricia Wachtendorf, Director, Disaster Research Center, College of Arts and Sciences

Jackie Wilson, Interim Director, UD Center for Teaching and Professional Development, College of Education and Human Development

David Wunsch, Director and State Geologist, Delaware Geological Survey

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Michael Chajes, Faculty Co-chair; Professor of Civil and Environmental Engineering

Katie Morrison, Staff Co-chair; Associate Director for Student and Community Advocacy, Residence Life and Housing

Polly Sierer, Mayor, City of Newark

Kathleen Kerr, Associate Vice President/Executive Director, Residence Life and Housing

Michelle Bennett, Administrator Green Grants; Sustainability Manager, Office of Facilities, Real Estate and Auxiliary Services

Philip Barnes, Associate Policy Scientist, Institute for Public Administration; Assistant Professor, School of Public Policy and Administration

Richard Chapas, Faculty Representative; Business Administration

Beth Chajes, Communications Manager, Delaware Environmental Institute

Tabitha Groh, Communications Specialist, Residence Life and Housing

Francis Karani, Senior Lab Technician, Office of Laboratory Animal Medicine

Dillon Kimmel, Assistant Director, Residence Life and Housing

Lado Kurdgelashvili, Faculty Representative; Assistant Professor Environmental and Energy Policy Program

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Jeffrey Richardson, Director of Outreach and Engagement, College of Arts and Sciences

Liane Veenema, Associate Director, Development and Alumni Relations

Sean Watson, Complex Coordinator, Residence Life and Housing

Artur Denysenko, Graduate Student

Susan Grasso, Graduate Student

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Jackie Wilson, Director, Professional Development Center for Educators/Delaware Academy for School Leadership

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Jerome Lewis, Director, Institute for Public Administration; Associate Professor, School of Public Policy and Administration

Joe Pika, Former President, Delaware State Board of Education

John Pelesko, Associate Dean for Natural Sciences, College of Arts and Sciences

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Bahira Trask, Chair, Human Development and Family Studies

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Noël Sincere Duckworth, Coordinator of the Parntership for Healthy Communities

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Julie McGee, Faculty Fellow for the Community Engagement Initiative; Co-chair of the Partnership for Arts and Culture; Associate Professor of Africana Studies and Art History

Sam Sweet, Executive Director, Delaware Art Museum; Co-chair of the Partnership for Arts and Culture

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Raye Jones Avery, Executive Director, Christina Cultural Arts Center

Joann Browning, Interim Associate Dean, College of Arts and Sciences

Allan Carlsen, Assistant Professor, Department of Theatre

Sharon Fitzgerald, Curator, Mineralogical Museums

P. Gabrielle Foreman, Professor of English and Faculty Director of the Colored Conventions Project

Colette Gaiter, Associate Professor, Department of Art and Design

Meryl Gardner, Associate Professor, Business Administration

Guillermina Gonzalez, Executive Director, Delaware Arts Alliance

Debora Hansen, Delaware Department of Education

Michael Kalmbach, Director, Creative Vision Factory

David Jinsae Kim, Assistant Professor, English

Elizabeth Lockman, Director, Parent Advocacy Council for Education, Christina Cultural Arts Center

Linda Majewski, Executive Director, Newark Arts Alliance

Scott Mangieri, Director of Corporate and Foundation Relations for Strategic Initiatives, Development and Alumni Relations

Jame McCray, Marine Advisory Service Specialist, College of Earth, Ocean and the Environment

Colin Miller, Director, Global Arts, College of Arts and Sciences

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Lynn Okagaki, Deputy Provost

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Kimberly Schroeder, Director, Dance Minor

Laura Semmelroth, Wilmington Renaissance Corporation

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Halsey Spruance, Director, Delaware Museum of Natural History

David Teague, Faculty Fellow for the Community Engagement Initiative: Professor, Associate in Arts Program

Marilyn Whittington, Executive Director, Delaware Humanities Forum

Kristen Wilczynski, Grant Officer, Delaware Humanities Forum

Mimi Rayl, Graduate Student

Dianna Ruberto, Graduate Student

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Tony Allen, Provost, Delaware State University

Raye Jones Avery, Executive Director, Christina Cultural Arts Center

Jamee Boone, Chief of Staff, United Way of Delaware

Carlos de los Ramos, Associate State Director, AARP

Karen DeMonte, Newark United Methodist Church

Carol Henderson, Vice Provost for Diversity

Lawrence Livingston, Senior Pastor, Mother African Union Church

Donald Morton, Senior Pastor, Tabernacle Baptist Church

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UNIVERSITY OF DELAWARE

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Dan Rich, Director, Community Engagement Initiative

DELAWARE STATE UNIVERSITY

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Valerie Dinkins, Executive Director, Delaware State University Wilmington

ADMINISTRATIVE SUPPORT

Roger Hesketh, Director of Community Revitalization, Center for Community Research and Service, School of Public Policy and Administration

Jason Bourke, Graduate Student

Commitment to Community Engagement
College Statements

Commitment to Community Engagement

College of Agriculture and Natural Resources

Mark Rieger, Dean

What community engagement means for the College of Agriculture and Natural Resources

There are three core dimensions that define extension and community engagement in the University of Delaware's College of Agriculture and Natural Resources (CANR). The purpose of the scholarship must be to benefit society, broadly defined, as opposed to developing new knowledge solely for its own sake. The **process** must be collaborative, but the overall level of engagement among faculty, students and community members will vary depending on the degree of collaboration at each stage of the scholarly endeavor. The **impact** of engaged activities must benefit society and extend beyond making a difference only within an academic field.

In CANR it is important to distinguish among extension, outreach and service largely due to accountability of funders.

- **Extension** work is based in the community and is focused, sustained, programmatic efforts that are designed to achieve changes in behavior and practice. Extension can be thought of as a blend of applied research and teaching with many common elements of both. It is conducted within the framework of a state plan of work that is built upon community needs assessment and stakeholder input and based upon research within this and other land-grant institutions across the country. It may often involve multi-state and multi-disciplinary resources. The 4-H program is the youth component of Extension. Success is measured by levels of change (impact) in the community. Extension is funded by some combination of federal, state and local funders as well as grants and contracts. Extension is a form of outreach.

- **Outreach** is similar in that it consists of reciprocal community involvement and focuses on community change. Unlike extension, it is not necessarily programmatic and incorporated in a plan of work but more often opportune in nature (i.e., when a discovery is made, an event requiring relevant expertise arises, technical assistance is requested by industry, community group's desire for research to inform decision-making). Outreach does involve engagement beyond the boundaries of the university and in service to the public and is also measured by levels of change (impact) of community members. This work is most often funded on some combination of university base budgeting, grants and contracts.

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- **Service** is not the same as extension or outreach; serving on committees, engaging with professional societies, or serving the department/college in various capacities is not programmatic, but is a responsibility of all faculty and essential to the operation of the university.

Excellence in extension and outreach both are ultimately measured by impact. It is important to make the distinction between activity, outputs and impacts. While activity and outputs are necessary elements of excellent extension and outreach programs, they are not sufficient for excellence. Clear **impact** on stakeholders, peers and/or students should be emphasized and documented.

Excellence in service is driven by willing and collegial participation in the many opportunities that present themselves to faculty. This is often measured by **activity and outputs**.

Scholarship excellence in extension and outreach creates knowledge that is validated by peers in the discipline, communicates that new knowledge in forms that are long-lasting and accessible by those who might build on it to advance the discipline and is valued by those for whom the work was intended (http://compact.org/initiatives/trucen/).

The value of the work is evaluated through impact that can be measured at various levels:

- Short-term: Changes in knowledge, attitude, skills and aspirations

- Mid-term: Changes in behavior

- Long-term: Social, economic and/or environment change in the community

In summary, for research, teaching and extension appointments in CANR to be designated as scholarship, the work must meet three key characteristics: "it should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community" (The Carnegie Teaching Academy, Shulman, 1998, pp. 9-10).

Scholarship occurs in all three missions of CANR: teaching, research and extension.

How community engagement relates to the mission and responsibilities of CANR

The University of Delaware designation as a land-grant institution, underscores the mission to serve people of the state in meaningful ways. With an economic impact of over 9 billion in Delaware, the work of CANR as an economic engine of the state is obvious. The College of Agriculture and Natural Resources is also home to Cooperative Extension and the Experiment Station, carries an additional responsibility of community engagement through the federal Smith-Lever, Hatch and McIntire-Stennis Acts.

Cooperative Extension, established by the passage of the Smith-Lever Act in 1914, established a mechanism to enable scholars in land-grant institutions to expand and sustain their engagement in the "actual work of the world" (Rasmussen 1989). While extension in its early years was focused on addressing technical problems in farming and homemaking, by the late 1920s, its focus had enlarged considerably to include attention to cultural and civic matters (Peters et al 2006).

College of Agriculture and Natural Resources

"The primary job (of Extension) is to help the community analyze its problems in the light of all available information and so to organize itself that the necessary action can be taken," stated M.L. Wilson, the director of the national Cooperative Extension System in 1940. A critical context of extension work is that it is designed to not only be of value for the development of individuals and communities but also as being valuable to the development of better colleges due to the vigorous reciprocity. "It not only carries knowledge from the university to the people, but it also works in reverse: it carries from the people to their College practical knowledge whose workability has been tested…in communities" (Smith, 1949).

The Hatch Act (1887) established similar responsibilities in the area of research that supports needs of the state in the broad areas of agriculture and the environment. Importantly, Hatch funding supports a nationwide network of agricultural experiment stations that work in concert to adapt basic science to local and regional settings. The McIntire-Stennis Act of 1962 furthered the reach of agricultural experiment stations to the disciplines of forestry, watershed management, wildlife ecology and outdoor recreation.

This historical role of applying skills, resources and energy to address the challenging issues in society is part of the culture of CANR. Around a dozen faculty members are integrated with joint appointments in extension, and all faculty with research appointments are supported by Hatch and/or McIntire-Stennis funding to engage in the scholarship of discovery in agriculture, environment, forestry and allied disciplines. The concepts of outreach and engagement are embraced by most of the faculty and staff in the College. The three central missions of the College are teaching, research and extension and scholarship of outreach is considered a component of each.

How community engagement relates to the strategic priorities of CANR

CANR master plan includes five unique strengths that are addressed through the teaching, research and extension functions:

- Sustainable food systems, landscapes and ecosystems

- Genetics and genomics for plant, animal and ecosystem improvement

- "One Health" initiative-animal, plants, human ecosystems

- Human dimensions of food, agriculture and natural resources

- Climate change-impacts, mitigation and adaptation

All outreach and extension efforts are aligned around these unique strengths. Research priorities are further informed by the outreach and extension programs. Due to state and federal funding resources that support the extension and research components of CANR, indicators for each of these five goal areas are established. A yearly report documents the impact in each of the five goal areas and is reported yearly to funders at the national, state and local level.

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Commitment to Community Engagement —————————————

College of Arts and Sciences

George Watson, Dean

What community engagement means for the College of Arts and Sciences

The College of Arts and Sciences is the intellectual and cultural heart of the University of Delaware. Social responsibility is one of our core values, and we believe that public engagement with local, national and global audiences strengthens our impact and influence in realizing a better world.

Community engagement connects closely to our mission to foster excellence in scholarship, creative work and public service. We educate our students to be thoughtful, ethical and engaged leaders. We engage with local, national and global communities to understand and address their needs and to share the insights and results of our academic and creative work.

We are especially proud to share in the leadership of the Community Engagement Initiative and the **Partnership for Public Education** in support of the University's role in cultivating active citizens through real partnerships that impact civic needs.

Our faculty and students exemplify global citizenship and pursue multiple forms of public service, engagement and scholarship. The following is a sampling of the many initiatives that reflect our commitment to engage local, national and global communities as part of the college's strategic priorities in the context of a shared vision with UD's Community Engagement Initiative

Improving public education, health, and environmental quality

- **Delaware Teachers Institute** (DTI) at New Castle County is a partnership between UD and five school districts in the county designed to strengthen teaching and learning in the community's public schools. DTI offers seminars on subjects in the humanities, arts, sciences and social sciences.

- The newly formed **Biden Institute**, in the School of Public Policy and Administration, will expand our established research in public policy and engage our campus community in conversations centered on social justice, inequality and the environment.

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- The **Center for Training, Evaluation and Community Collaboration** (CTECC) is an innovative program designed to advance clinical science in academic, public and community settings. In partnership with multiple community agencies and organizations, CTECC conducts research and evaluation; trains mental health providers; and builds capacity in mental health care systems.

- The Department of Physics and Astronomy (DPA) leads the IceCube Master Class, a joint project with the University of Wisconsin and 13 other research universities to expose high school students from the region to the physics of neutrinos.

- Students in material culture studies regularly share their research with public audiences in the Osher Academy of Lifelong Learning and other public venues. They have assisted with regional community and museum conservation projects in Newark, Smyrna, Dover and Wilmington and worked globally in the preservation of at-risk collections.

- Our Artist-in-Residence program with the Nemours/Alfred I. DuPont Hospital for Children uses art to support wellness and health.

- Our departments and centers, including Women and Gender Studies, Sociology and Criminal Justice and the **Center for Political Communication**, serve as a central forum for discussions of public affairs, while the **Center for Community Research and Service** engages the University and broader community in health-related research that impacts population health and health disparities within the state, region and nation.

- The College of Arts and Sciences is a founding sponsor of the Community Engagement Initiative's **Partnership for Healthy Communities**.

Encouraging economic development and improved government services

- Research in **Fashion and Apparel Studies** explores the impact of creative design on eldercare, constructing garments that are both personal and tactile, while strong partnerships and collaboration with government and non-government organizations and for-profit businesses address fields including international trade and policy, social responsibility and sustainability.

- Our **Disaster Research Center** conducts field interviews and extensive research projects on group, organizational and community preparation for, response to and recovery from natural and technological disasters and other community-wide crises.

- The **Institute for Public Administration** provides assistance to government and public agencies at all levels, including support for the Delaware General Assembly though the Legislative Fellows Program. The **Center for Applied Demography and Survey Research** is a primary source of data and analysis for planning and decision-making in all sectors. The **School of Public Policy and Administration** supports programs to improve professional development for those working in government and the nonprofit sector.

Expanding arts and cultural programs that enrich quality of life

- From the **Resident Ensemble Players** to the **Colored Conventions Project**, we are a premier destination for arts and humanities programming offering artistic venues, performances and presentations that inform, excite and engage public and virtual audiences.

- Our arts and humanities departments collaborate with leading cultural organizations and their constituents from the Delaware Contemporary to the Smithsonian Institution and the Arab Image Foundation to foster civic engagement and cultural understanding.

- A rich partnership with **Art Conservation and the Salvation Army** brings art and science to after school programming and, in **ProjectMUSIC *Opera!***, our students mentor Wilmington elementary students to produce a school musical.

- The Department of Art Conservation holds a once-a-month, free-of-charge Conservation Clinic where the community is invited to bring their family treasures for preservation advice.

- The Department of English engages students and the Newark community in "Random Acts of Poetry," an annual celebration that creates opportunities to encounter the beauty of literature in unexpected places and make poetry part of our everyday experience. Selected short works of poetry, prose and flash fiction are published in various locations, from student centers and dormitories to shop windows and service counters of local businesses.

- The College of Arts and Sciences is a founding sponsor of the Community Engagement Initiative's **Partnership for Arts and Culture**.
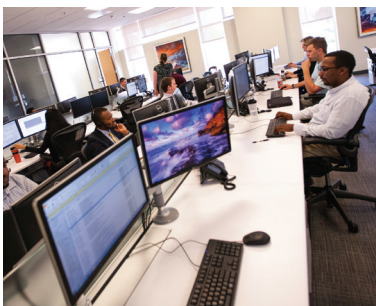
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Commitment to Community Engagement

Alfred Lerner College of Business and Economics

Bruce Weber, Dean

Community Engagement & Opportunity, Inc.

Outreach to the business community is an integral element of the University of Delaware's Alfred Lerner College of Business and Economics. UD started business instruction 100 years ago, in 1917, to meet the needs of the Delaware business community. The Lerner College continues to honor these roots by engaging with Delaware, national and global communities to create new business knowledge, to help companies implement this knowledge, to expand experiential learning and professional opportunities for our students and to invigorate economic development for broad social benefit.

Community engagement allows Lerner College faculty and students to study how businesses operate in an environment of scarce resources, rapid change, global competition and advancing technology, and to develop imaginative, entrepreneurial solutions for this challenging environment. We see community engagement as an opportunity for interaction with our business, government and societal partners, making engagement a key part of Lerner's identity statement: "Opportunity, Inc."

Lerner's Community Engagement in Action

Lerner's community engagement takes four principal forms:

1. **Research in Action** – Lerner scholars conduct research that can change how businesses operate. Our four research centers extend our research to key stakeholders:

   - The Center for Applied Business & Economic Research (CABER)
   - The Center for Economic Education & Entrepreneurship (CEEE)
   - The Institute for Financial Services Analytics (IFSA)
   - Hospitality Associates for Research & Training (HART)

   Lerner's research and centers play a central role in our efforts to improve the state of business knowledge and practice and to generate new ideas to drive the region's economy.

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Examples of our research in action include:

- *IFSA Faculty are working to figure out how to use big data to predict the fraudulent transactions that put inconvenient holds on consumers' credit cards.* Working with leaders from Barclay's, Citibank, JPMorgan Chase, Bank of America and Capital One, the researchers aim to use big data to "identify more, decline less and find more fraud."

- *Kyle Emich, assistant professor of management, partnered with the United States Military Academy to understand how gender bias keeps women looking up at the glass ceiling. Emich studied how "voice" — when a team member speaks up with a proposed change — impacts who emerges as a team leader.* He found that speaking up helped men become candidates for team leadership while it did not help women become candidates. His research helps organizations understand this dynamic so they can benefit from both male and female team leaders.

- *Associate professor of operations management Adam Fleischhacker's research is helping companies use big data to improve their processes and better serve their customers.* Through industry collaborations with Fortune 500 companies like Frito Lay, Clorox and General Motors, Fleischhacker focuses on the value information has prior to its collection, the best way to cluster data for actionable insight and how to visualize it to prompt changes in company behavior.

- *Associate professor of management Wendy Smith and assistant professor of management Mandi Bullough of the business administration department are leading the Lerner Women in Business initiative.* While women make up 47 percent of the U.S. workforce, and nearly 40 percent of Lerner's undergraduate enrollment, only 32 (6 percent) of the CEOs in the Fortune 500 are women. Through a Registered Student Organization (Lerner Women in Business), educational programs and networking events, Lerner is promoting better gender balance in leadership roles.

2. **Degrees in Demand** – Lerner refreshes its degrees to match market demand with input from its business advisory boards and based on its faculty's research. If new degrees are needed, Lerner creates them:

   - *When the Delaware Bankers Association noticed that too few students were entering the wealth management field and too many wealth managers were retiring, it partnered with Lerner to create a new and unique trust management minor for undergraduates.* Now a talent pipeline exists for the niche, job-producing wealth management sector in Delaware.

   - *Lerner launched the MBA major and concentration in healthcare management, since the healthcare industry is on pace to become the nation's largest job sector.* These programs offer opportunities for professionals in healthcare to develop their business and leadership skills in the extremely nuanced and specialized healthcare field, making those with that highly sought-after acumen extremely marketable.

3. **Entrepreneurial Thinking** – Our students' imaginations launch new products, services and processes to meet market demand and societal need. Both established and start-up companies benefit from our student's new bright ideas.

   - *Each year, our students compete in the Hen Hatch startup funding competition for new ventures, sponsored by UD's Horn Program in Entrepreneurship.* This year, for example, our students dreamed up an app to help people find a purpose for clothing they no longer wear rather than throwing it out and an app to bring a business' digital data to customers when they enter a business' geography. Past projects have included an innovative book reselling solution and vibrating therapeutic apparel for amputees.

   - *Design thinking is a familiar word for Lerner MBA students majoring or concentrating in entrepreneurship.* Each student is required to take a creativity course, and one option is Design Thinking and Innovation, but it doesn't end there. Design thinking is employed in virtually every entrepreneurship course and in projects with organizations outside of class as well.

4. **Knowledge Partnerships** – Our knowledge partnerships help organizations leverage our research, our relevant degrees and our students.

   - *Our JPMorgan Chase Innovation Center serves as a model of knowledge-based partnership.* Built as part of the strategic JPMorgan Chase-University of Delaware collaboration established in December 2009, the center creates a vital pipeline of technology talent through UD curriculum, enriching internships and joint research projects to drive innovation.

   - *Lerner partners with Christiana Care Health System to develop its future leaders and boost its doctors' business acumen.* Each year, Lerner provides Christiana Care with a Certificate in Healthcare Leadership to prepare rising leaders for new roles in the system. Lerner also worked with Christiana Care to create the new CCHS PocketMBA to meet the health system's need for doctors with a deeper understanding of the business and policy side of the healthcare industry.

   - *Lerner partners with the Delaware State Judiciary to improve court processes.* Lerner faculty and students have helped the states' courts improve case management processes in order to save the state money, free up labor and ultimately make the justice system more agile.

In short, Lerner's community engagement leads to discovery, innovation and economic development. The opportunity for engagement does more than sharpen skills and accelerate careers — it strengthens companies, shapes communities and inspires each of us to reach our full potential.

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College of Earth, Ocean, and Environment

Estella Atekwana, Dean

What community engagement means for the College of Earth, Ocean, and Environment

While the areas of study at the College of Earth, Ocean, and Environment (CEOE) revolve around marine, earth and atmospheric science, there has always been a simultaneous commitment to investigating how advances in those sciences can benefit society.

This dedication to employing science in service to society is a part of CEOE's core, the ethos that serves as a foundation for the college's identity. Community engagement is the method through which our college's faculty, staff and students ensure that we are living up to that fundamental ideal, that we are serving society in ways that are valuable and useful as well as scientifically rigorous.

Community engagement at CEOE means fostering and maintaining partnerships with state officials, small town residents, business owners and others to identify and study issues of concern to them, then develop and implement with their full participation actions that will improve those partners' well-being or solve problems. Put simply, community engagement means asking members of our community what they need and helping them create it.

This process unfolds in multiple ways at CEOE, from individual faculty members collaborating with individual subjects to ongoing, formal programs that have community engagement built into the way they operate. The clearest example of the latter may be the Delaware Sea Grant College Program, a federal program harnessing research, education and extension services to enable coastal communities to benefit from their unique resources while ensuring the environment's continued health and value to future generations.

Delaware Sea Grant passes on more than two-thirds of its funding to researchers in the form of competitive grants. Proposals have to satisfy not only the scrutiny of other environmental scientists, but also evaluation by stakeholders from throughout the state who assess potential projects' utility. By involving fisheries and other resource managers, owners of businesses dependent on the coastal environment, executives from water utilities and others early in the process, Delaware Sea Grant selects research projects for funding that people in the community identify as producing data, tools, or knowledge they will able to use.

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Delaware Sea Grant also has considerable impact through its extension and education activities, which uses community engagement to match the science to the needs of local people. Efforts in establishing a shellfish aquaculture industry in Delaware, for instance, have been closely coordinated with regulators at the Delaware Department of Natural Resources and Environmental Control, economists from the university who have done considerable research into the best ways for watermen to create a robust market for their products and community members interested in entering the business. Delaware Sea Grant's marine education specialist works closely with both CEOE faculty and K–12 teachers to deliver tools, lesson plans and field experiences that enhance students' learning in marine science. (See www.underthescope.udel.edu for a good example of the results of this close collaboration.) Delaware Sea Grant also provides support to state officials, researchers and environmental groups through the **citizen monitoring program**, which trains and uses volunteers to collect vital water quality data.

Delaware Sea Grant Acting Marine Advisory Service Director Ed Lewandowski is also the coordinator for the **Sustainable Coastal Communities Initiative**, which epitomizes CEOE's approach to community engagement. The initiative facilitates citizen engagement by local governments to develop visions and strategic plans for revitalizing their towns, then helps them apply for grant funding, organize volunteers and turn those plans into tangible realities.

Sea Grant may be the most visible community engagement project in the college, but it is far from the only one. **The Center for Environmental Monitoring and Analysis** (CEMA), housed in the Department of Geography, provides many useful tools, data and advice to state and local officials as they grapple with weather-driven challenges. Using data gathered by its Delaware Environmental Observing System and other methods, the center has created web-based tools for emergency managers, planners and other officials to evaluate flood risks, storm severity and water quality. CEMA is led by Dan Leathers, Professor of Geography, who also serves as **Delaware's State Climatologist**.

The Delaware Geological Survey (DGS) is a Delaware state agency that is administratively part of the university and housed within CEOE. The DGS is directed by David Wunsch, the Delaware State Geologist. DGS is a science-based, public-service-driven agency that conducts geologic and hydrologic research, service and exploration for the benefit of the citizens of the First State. DGS provides objective earth science information and advice that impact a wide variety of issues in the state, ranging from water resources, agriculture, environmental protection, energy and mineral resources, economic development, land-use planning, emergency management, public health and recreation. The DGS, by merit of their mission, performs outreach and engagement with the public on a continuing basis. For example, DGS hosts a bi-annual geoscience symposium intended for stakeholders and partners who use DGS information and products in order to engage industry scientists and engineers, as well as the public at large, regarding their current and future needs for geoscience information. As a service component, DGS staff serves on over 30 committees for professional societies and government agencies, as well as on three professional licensing boards.

Community engagement at the College of Earth, Ocean, and Environment is not relegated solely to centers and other institutional frameworks, however. As directly tied to the college's mission as it is, community engagement

permeates all of its work and can be seen in the research and teaching of individual faculty members as well.

In the Department of Geography:

- Saleem Ali mediates international environmental disputes through diplomacy.

- Lindsay Naylor works directly with community members in her research on issues of food justice and the use of agriculture for empowerment.

- April Veness is one of the inaugural **Community Engagement Fellows** and will help CEOE's efforts coordinate with and enhance the university's Community Engagement Initiative.

In the Department of Geological Sciences:

- Several faculty members study groundwater resources locally and internationally, including Holly Michael and Ronald Martin, who has collaborated with Peter McLaughlin of the Delaware Geological Survey on the topic locally.

- Neil Sturchio and his students are studying radioactivity of the Nubian Aquifer in Egypt and have used the isotopic composition of perchlorate as a forensic tracer in the groundwater basins of southern California, where the drinking water of 15 to 20 million people is affected by perchlorate contamination.

In the School of Marine Science and Policy:

- Jeremy Firestone has conducted research on public perceptions of offshore wind power generation, helping to evaluate the support for offshore turbines. Firestone was recently named to Gov. John Carney's Offshore Wind Working Group.

- School Director Mark Moline conducts Project Recover, in which he uses the school's autonomous underwater vehicles to search for American planes lost at sea during World War II.

- The school has an educational partnership with the United States Naval Academy that involves hosting midshipmen as interns each summer and providing instruction in Annapolis, Lewes and online.

The College of Earth, Ocean, and Environment sees community engagement as central to its strategic focus. By working directly with the people who stand to benefit, CEOE science and scholarship will be relevant and valuable. Listening to the voices of those we serve as a public research university will encourage inclusion and diversity. And approaching research by seeking problems to solve will require interdisciplinary studies, deepening connections between colleagues, specialties and institutions.

Community engagement is not a goal of the college. It is one of the central ways in which the college will accomplish its goals.

ceoe.udel.edu | 302-831-2841

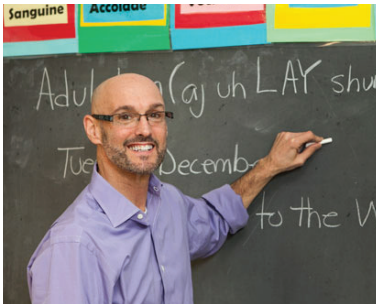# College of Education and Human Development

Carol Vukelich, Dean

What community engagement means for the College of Education and Human Development

The College of Education and Human Development is committed to working with our community partners to achieve goals of common interest and solve problems of common concern. Our foundation is built upon the synergies that result from the integration of research, teaching and service. This synergy drives our commitments and results in extensive and impactful community engagement.

Partnerships between the College and local and global communities result in enhanced real-life experiences for our students and in the creation and delivery of services/programs that are effective, informed and mutually beneficial to all entities being served, including:

- Children, youth and adults, including those with disabilities
- Families and caregivers
- Educators and practitioners
- Community and educational leaders
- Researchers and policymakers

How community engagement relates to the mission and responsibilities of the College

Community engagement is woven into the foundation of our college.

Our vision statement affirms that "The College of Education and Human Development will lead, inspire and engage our students, the citizens of Delaware, the nation and the world in solving critical educational and social problems, and in promoting learning and development in all children and families."

Our three-pronged mission advocates for a positive impact on society through education, service and research. The College of Education and Human Development:

1. Advances knowledge and develops solutions to the problems that face our schools and the challenges encountered by children, adults and families and the communities in which they live;

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2. Prepares leaders in education and human services through programs of superior quality; and

3. Serves the citizens of Delaware, the nation and the world through the application of rigorous, interdisciplinary research that addresses critical social needs of our time.

Our students, faculty and staff embrace this mission, making a difference in the lives of our most vulnerable populations. We have established connections in the community that:

- Advocate for survivors of domestic abuse.

- Provide long-term support for teachers and children in inner-city Wilmington schools such as Stubbs Elementary School and the Early Learning Center in the Southbridge Neighborhood House.

- Support young adults with intellectual disabilities as they attend classes at UD, participate in social activities and internships and develop life skills through our Career and Life Skills Certificate (CLSC) program.

- Help residents in Delaware nursing homes regain forgotten memories by implementing the therapeutic Music and Memory program.

- Conduct research and provide professional development in all 19 Delaware school districts, introducing improved instruction in math, literacy, social studies and science to children from preschool to high school.

How community engagement relates to the strategic priorities of the College

Engaging with our community partners is always top-of-mind for the College of Education and Human Development; it is built into our five strategic goals and a natural outcome for each of our departments and centers.

Our fourth goal spells it out clearly: Impact the lives of children, adults and families through community engagement.

Incorporated into our other four goals are directives to: conduct research that will improve life outcomes for our citizens, cultivate multicultural and global learning opportunities, design field experiences for students to help high-needs populations and provide professional development to support students with economic, cultural, medical, or emotional challenges.

Each of our College centers and departments engage in community service through their education and research initiatives:

- **Academic departments:** In addition to educating our students to become highly skilled professionals, our faculty conduct research to improve academic outcomes for children from birth to college, offer anti-bullying support to Delaware schools, develop early childhood intervention programs for children in transitional housing (homeless shelters) and provide professional development for education professionals throughout their career—from novice teachers to school superintendents.

College of Education and Human Development

- **Research centers:** Federal and state agencies rely on our centers to coordinate, evaluate and implement services benefiting the community. Our research centers have partnered with USDA to increase access of healthy food alternatives for low-income families, implemented parental intervensions with Early Head Start aimed at reducing stress in low-income children and served as advisors on research and policy issues for state and national organizations.

- **Service centers:** Many of our centers support State initivatives. We operate the New Castle County Assistive Technology Resource Center connecting people with disabilities with the tools they need to participate in community life; oversee Delaware's Quality Rating and Improvement System for early childcare providers and provide grant writing assistance to help schools obtain funding for development training.

- **Children's campus:** Our three children's programs service more than 250 children and their families of diverse backgrounds by providing high quality, early care and education in Newark and Wilmington. They actively participate in state and national initiatives to advance research, service learning and best practices in the field of early care and education. And the children engage in service projects supporting the Food Bank, DFRC Blue-Gold and Adopt-A-Family.

These are just a few examples of how our students, faculty, researchers and staff are providing services and support to children, families and the community. The College of Education and Human Development is committed to making a difference by helping to solve the most critical education and social problems in Delaware and around the world.

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Commitment to Community Engagement ─────────

# College of Engineering

Babatunde A. Ogunnaike, Dean

What community engagement means for the College of Engineering

The College of Engineering at the University of Delaware traces its origins to 1837, when a class in "surveying and leveling" was first taught at Newark College. The College is now home to seven academic departments and three degree programs devoted to building a community of "solution providers" committed to addressing problems associated with sustainability, energy, health care, the environment, etc., with the goal of expanding the frontiers of knowledge for the overall benefit of our global society.
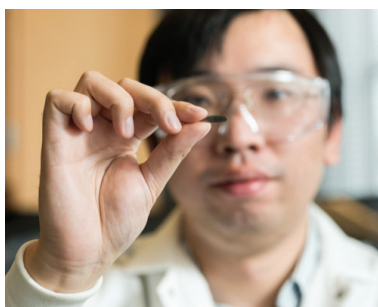
For us, the term "community engagement" describes a purposeful interaction between institutions of higher education and the broader surrounding communities (local, regional/state, national, global), in the form of a partnership and a reciprocal exchange of knowledge and resources for mutual benefit. The College is committed to substantive and sustainable engagement with communities, and values the opportunity to explore how our core activities of teaching, research and service can be leveraged for mutual benefit. We believe that the ultimate goal of community engagement is to connect College assets and resources with those of the public and private sectors in order to enrich curriculum, scholarship, research and creativity, in a manner that will in turn be beneficial to the public and private sectors. We support the UD Campus goal of preparing educated and engaged citizens, enhancing their understanding and appreciation for democratic values, civic and societal responsibility and of strengthening their personal commitment to the public good. The quality of engagement activities in these community partnerships is more important to the College than mere quantity. Consequently, the College values longer-term community engagement opportunities with potential for significant (and measurable) impact.

We believe that our College exists to cultivate learning, develop knowledge and foster the free exchange of ideas in an increasingly diverse and complex, global marketplace. COE faculty, staff and students are involved in generating technology solutions to benefit society and enhance the human experience. Often these solutions are informed by nuanced discussions related to public policy, cultural sensitivity, economic impact, human health and quality of life. As for student development, our community engagement activities allow students to become aware of how their technical skills can

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be applied for service and outreach while simultaneously exposing these students to possible careers in nonprofit organizations, teaching, etc. We look for ways to increase the scope of our community engagement each year, with the result that our College now has many projects, programs and activities that connect us to the larger community in support of the broader engagement agenda of the institution. We are committed to encouraging and supporting our faculty, students and staff to expand and intensify this connection to, and cooperation with, our diverse community partners.

As a concrete demonstration of the importance of community engagement to our College, we recently created the "Dean's Award for Excellence in Service and Community Engagement Award," which is given annually to a faculty member who demonstrates true excellence in service to the UD, national and international communities, and whose engagement with these communities has shown clear evidence of sustained impact. This recognition carries with it a $5,000 cash award to be used at the discretion of the recipient. To date, the award has been given three times.

A sampling of College projects, programs and activities that enable connections to the larger community now follows:

Mechanical Engineering

The Department of Mechanical Engineering's community engagement efforts are in two strategic areas:

- The K–12 educational community, with programs ranging from K–12 student engagement and recruitment, to teacher professional development around pre- college engineering curriculum;

- Empowering undergraduate and graduate students—as well as faculty—to provide content knowledge to community partners in need of engineering expertise, e.g., Goodwill of Delmarva and International Paralympics.

Computer and Information Science

The Department of Computer and Information Science's engagement primarily involves providing opportunities for students to develop software for clients in the local community. For example,

- In CISC275: Introduction to Software Engineering, students learn how to work through an iterative process of software design, implementation, testing and deployment and engage in projects that will be used in the real world, in partnership with clients such as the Delaware National Estuarine Research Reserve.

- CISC357: Field Experiences in Computer Science, designed to provide students "field experiences," has, for example, brought educational games into the Chester School District and has students going out into the community to teach computer science in elementary schools.

Civil and Environmental Engineering

The Department of Civil and Environmental Engineering is involved in the following activities:

- Investigation of parking issues in the city of Wilmington, as part of a graduate course in Urban Transportation Systems.

- Facilitation of "Circuit Rider" effort for Delaware. The "Circuit Rider" program provides support for small towns and municipalities in Delaware for a host of technical, regulatory, procedural and policy areas of transportation.

- Participation in UD's chapter of Engineers Without Borders.

- Development of asset management software tools for local government.

- Sponsorship of a Fulbright visiting scholar summer program for scholars from Iraq.

Chemical and Biomolecular Engineering

The Department of Chemical and Biomolecular Engineering is involved in the following activities:

- Alternative Spring Break and Engineers Without Borders, where students provide services to the less fortunate nationally and internationally, respectively;

- Design projects in which senior students developed an ammonia decomposition process to be used for removal of ammonia from chicken houses in our region;

- Teaching (by some department faculty) at the African University of Science and Technology (AUST) in Nigeria, part of the Nelson Mandela Institutions Network of five high-level universities in sub-Saharan Africa (SSA), whose primary objective is to provide graduate education for a new generation of scientists and engineers who will subsequently provide leadership in academia and industry for their subcontinent.

- Fundraising by the AIChE Student Chapter for students in the 4Youth program, a program aimed at educating underprivileged youth in the Wilmington area through after-school programs.

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Commitment to Community Engagement ───────────

College of Health Sciences

Kathleen Matt, Dean

What community engagement means for the College of Health Sciences

The College of Health Sciences (CHS) works on the principle that health is determined by many factors in your environment—not just by your physiology. Health is also affected by behavioral, cultural, environmental and societal factors. This holistic approach to health is the approach that CHS leads in working to improve health outcomes for the state. This holistic approach underscores why we are so excited to play a leadership role in the Community Engagement Initiative and the Partnership for Healthy Communities.

Just as health is shaped by our surroundings—where we live, work, play and pray—so must our commitment to health education go beyond the classroom and the clinic. By creating educational opportunities that are inherently interdisciplinary, interprofessional and intertwine our students and our community together, CHS is preparing the next generation of healthcare workers.

Placing emphasis on the Triple Aim—improving the patient experience of care, improving the health of populations and reducing the per capita cost of healthcare—while also improving the work life of healthcare providers allows the College of Health Sciences to take on the health challenges of tomorrow … today.

CHS distinguishes its three components of community engagement in the following ways:

- **Research** is community-based and innovative, translating our discoveries into the latest diagnostics and treatment plans that will improve health outcomes for patients and their families. With our clinics we can explore ways to transform healthcare delivery in a way that positively impacts our society and economy. The community helps to drive our research and inspire innovation. Through collaboration with partners across campus, in the community and in the Delaware Health Sciences Alliance, CHS is accelerating advancements in biomedical research and bringing the best care and bridging the divides between classroom, clinic and community.

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- **Education** is an important role that CHS plays in terms of educating the next generation of healthcare workforce. We work with the community to educate our health professionals in a team-based environment that includes simulation, healthcare theatre and clinical training. Our care is strongly grounded in the concept that health is determined by the social determinants of health, which is why community engagement is so important in the further development of care models. In addition to training the future workforce, CHS also helps retrain the current healthcare workforce through partnerships with our neighboring hospitals and local clinics. Our training of the next generation healthcare workforce is focused not only on understanding both genetic code and zip code.

- **Community** is defined by more than an address. As an Academic Health Center for the state of Delaware, we seek sustainable development and inclusive, collaborative approaches to increase the capacity and accessibility of health care service across the state; address health issues across the spectrum; and educate the next generation of health leaders. We support efforts with the highest potential to reduce health disparities, advance health equity, decrease costs, prevent disease and improve the health and wellbeing of the populations we serve.

How community engagement relates to the mission and responsibilities of CHS

The University of Delaware designation as a land-grant institution emphasizes its mission to serve the people of Delaware in impactful ways. Open and welcoming, the Health Sciences Complex is a testament to the power of community. It's a space where people, ideas and resources come together, where partnerships bring power, innovation thrives and research is a collaborative enterprise.

Our building is buzzing with activity, with more than 1,700 faculty, staff, students, patients and visitors inside each weekday. They may be participating in a symposium in the atrium, attending a faculty lecture in one of the classrooms or being seen in the Speech-Language-Hearing Clinic and #1 Delaware Physical Therapy Clinic. From the first day our doors opened in 2014, STAR Health has engaged our local community to assist in education, research and clinical care efforts, always with the goal of improving population health.

Not all of our work takes place on campus. We build on the positive relationships and alliances developed throughout Delaware and beyond. Students in the College of Health Sciences undertake internships and research experiences at health-related agencies and partner with organizations throughout the state and even across the globe. Telemedicine makes it possible for our Parkinson's clinic to interact with out-of-state clinicians who might not otherwise be able to come to our facility. The GoBabyGo! program counts more than 40 affiliated sites across the globe where people are increasing mobility options for children.

A critical goal is to identify and meet the needs of the community. The College of Health Sciences partnered with the state of Delaware to create a Communications Sciences and Disorders graduate program at the University of Delaware in order to address a shortage of speech pathologists in the state. The program aims to address the needs of some of the most vulnerable and under-served populations in the state. The First Step Grand Challenges program, spearheaded by the College of Health Sciences and the Horn Program in Entrepreneurship,

is an interdisciplinary competition that tasks students with developing novel solutions to important societal and environmental challenges both here in Delaware and around the globe. Service further embeds the College of Health Sciences within the community. Our students, faculty and staff serve the community they are rooted in, whether it's working the griddle at Pancakes for Parkinson's to raise money for the Michael J. Fox Foundation for Parkinson's Research or pushing someone in a Fusion Inclusion adaptive chair at a local 5K. Being in the community offers an opportunity for direct impact and authentic connection, like the health screenings offered at Bethel AME Church in Wilmington through the Medical Laboratory Sciences department or the student volunteers who spend time helping people with chronic disease through Lori's Hands. By creating opportunities for faculty, students and staff to be present, connect and learn in spaces that shape the health of many of our community members, the College of Health Sciences is closing the care gap, eliminating barriers and creating context for the design of healthy, equitable and thriving communities.

How community engagement relates to the strategic priorities of CHS

Community engagement is a part of the Strategic Plan for the College of Health Sciences.

The four goals are:

1. Improve the health of all Delawareans through education, research, care, service and innovation.

2. Be a trusted and respected partner/workforce development thought leader for community members, community organizations, support groups and health professionals.

3. Drive population health and well-being practices in the local, regional and global community and workplace.

4. Drive policy in state government and insurance companies through developing research and innovation with biopharmaceutical and other industry partners for economic impact and workforce development.

All community outreach efforts are aligned around these three main goals. Research efforts are enhanced through care. The work being done in the research labs at the STAR Health Sciences Complex translates into the care received in our clinics open to the public. Both are driven by community for impact on the international, national, regional and local level.

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Non-Discrimination Statement, July 2017

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Susan L. Groff, Ed.D.
Director, Institutional Equity & Title IX Coordinator
305 Hullihen Hall
Newark, DE 19716
(302) 831-8063
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For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact:

Anne L. Jannarone, M.Ed., Ed.S.
Director, Office of Disability Support Services
Alison Hall, Suite 130,
Newark, DE 19716
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ajannaro@udel.edu

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