A Love of Knowledge and Place: 
Making a Global Impact through a Regional Focus

A Report by the Chancellor’s Task Force on Community Engagement at a Regional Comprehensive University

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The Task Force on Community Engagement at a Regional Comprehensive University was established October 31st, 2014, by Interim Chancellor Sederburg to:

1) Review the general models of institutional external engagement used throughout the country that fit UNCW. Determine how these models might apply to the mission and strategic plan of UNCW and of the Board of Governors.

2) Provide ideas and options about the role of UNCW in promoting the regional and state economy and workforce needs. Include ideas and options about how the university can become a state and national leader in integrating liberal arts, applied learning, and community partnerships in meeting these needs of the region and state.

3) Provide the new chancellor with a set of options to assist him/her in providing UNCW with a clear direction and plan in our further development as a coastal university and as a regionally engaged university.

Our task force embraced this opportunity because we collectively view community engagement as a vital function of the university that spans teaching, scholarship, and service. Over the last three months we sought faculty, student, staff, and community input through public forums, researched exemplary institutions, consulted with national experts, and had many lively and engaged discussions. These data have informed the following report which is divided into four primary sections: 1) defining community engagement at UNCW, 2) themes and examples of ongoing projects and partnerships, 3) existing campus assets that support community engagement, and 4) campus challenges and ideas for improving community engagement.

The task force was able to affirm what we have long believed: that UNCW is indeed a special place, with dedicated faculty, staff, and students who are committed to the local region and the global society we serve. Yet, it is clear that the topic of community engagement is one that stokes passionate debate among our members. We aspire to serve our region even more effectively so that community members look to us as steadfast partners who collaborate to discuss ideas in a safe environment, share diverse cultural and artistic experiences, and contribute to the wellbeing of the region as fellow citizens. However, our discussions and received input point to a critical need for a Chancellor who will provide a clear, long-term, and unwavering vision that will focus the university’s efforts in community engagement if we are to build upon our successes and transform the role that UNCW has within the region, the state of North Carolina, and the US higher education system.

Defining Community Engagement at UNCW

Who we are: Our founding as Wilmington College was based on the local citizens’ desire to have an institution of higher education that was responsive to the needs of the region, and this desire and our existence became manifest in 1947 thanks to a tax levy approved by the citizens
of New Hanover County (http://uncw.edu/bot/). The six decades of growth since then has resulted in our current status as North Carolina’s coastal university, and the University of North Carolina Wilmington has continued to commit itself to enriching life quality through community engagement in such areas as health, education, the economy, the environment, marine and coastal issues, and the arts. This is evidenced by our recent reaffirmation as a Carnegie Foundation for the Advancement of Teaching Engaged Campus, designation as a NASPA-Student Affairs Administrators in Higher Education LEAD Campus, and recognition as a top-50 public institution in the country by The Business Journal.

While UNCW has historically identified itself as a regional, comprehensive university, our dramatic growth in size and academic quality over the past two decades has caused us to continually redefine our reach. With such growth UNCW is now considered a highly-selective university with broad appeal, attracting faculty, staff, and students from across the country and the world. This also challenges us to identify and prioritize efforts to best meet the needs of those within and well beyond our geographical “region.” If we are to enjoy the same level of public confidence today as in 1947, there is no doubt that we must remain responsive to our community’s growth and committed to supporting the dynamic social, economic, and environmental conditions resulting from that growth. We therefore feel that UNCW’s efforts are shaped by regional community needs while recognizing that the efforts of UNCW faculty, staff, and students have a significant impact that goes beyond the southeastern North Carolina region. The lessons and solutions developed by the UNCW community find applications and inform decision making on a national and an international scale. For example, faculty collaborate with colleagues globally in areas as diverse as Belize, China, Costa Rica, the Czech Republic, France, Pakistan, and South Africa.

In terms of contributing to regional and state economy and workforce needs, UNCW plays a leading role in the economic development efforts of Wilmington and Southeast North Carolina. According to the latest reported study by Economic Modeling Specialists International, UNCW added $619.7 million to the regional economy in fiscal year 2012-2013. Beyond the value delivered by providing a continual stream of graduating students who meet the human resource needs of local businesses and organizations, the university adds enormous value to the economic development efforts of the region. The university is viewed as a non-partisan participant in the regional economic landscape that can involve challenging and controversial issues. A recent example is the leadership role that UNCW has taken in the regional branding initiative that seeks to create a brand that can be used for promoting the Wilmington region for economic development purposes. Finally, the Chancellor serves as a member of the Wilmington Chamber of Commerce.

In addition, centers and programs such as the Center for Innovation and Entrepreneurship, the Swain Center for Business and Economic Services, the Small Business Technology and Development Center, and the Quality Enhancement for Nonprofit Organizations program serve
the economic development needs of the region in a variety of important ways. Some of these activities include: forecasting and measuring economic performance in the region, offering non-credit training and professional development programs to businesses and individuals, serving as an incubator and accelerator of entrepreneurial ventures, serving as a source of advice and market information for transitioning businesses to the next level, and serving as a source of support, education, and aid to the non-profit organizations in the region. When it comes to economic development, UNCW is viewed as a premier go-to resource within the region.

**Who we wish to be:** Our vision for the future includes a strong sense of place as we pursue a national and global leadership role in shaping how the university collaborates effectively with fellow community partners. We can achieve this vision by building sustainable relationships with regional and global partners that involve the mutually beneficial exchange, exploration, and application of knowledge, information, and resources in a context of partnership and reciprocity. At the basis of this vision at UNCW is a core set of values that define us as engaged scholars dedicated to student success.

**Community Engagement Values:** At the University of North Carolina Wilmington, we value:

- Committing ourselves as an institution to community engagement and effective communication of such through **leadership and collaboration**;
- **Reciprocal mentoring** of students, faculty, staff, and community members and leaders;
- Maintaining a regional focus along with a global impact;
- Developing, preserving, and expanding **sustainable partnerships** with community members and organizations for mutual benefit of UNCW community (faculty, staff, and students) and regional community
- Contributing to meeting regional economic and societal needs by sharing in the development of an **educated, skilled, and civically engaged workforce**.

**Themes and Examples of On-Going Projects and Partnerships**

At the very core of UNCW is our academic **mission**, which is “dedicated to learning through the integration of teaching and mentoring with research and service.” Community engagement is a cornerstone in all four university colleges: The Cameron School of Business, The College of Arts and Sciences, The College of Health and Human Services, and the Watson College of Education. In addition, UNCW’s SACS-COC-approved Quality Enhancement Plan, ETEAL, is designed to enhance student outcomes through the delivery of high-impact, applied learning experiences.

For the **Cameron School of Business**, community engagement is a core value. A key way Cameron connects to the business community is through its advisory boards. The Dean’s
executive advisory board consists of approximately forty business leaders from the community. In addition, each department has an advisory board for their concentrations. These boards provide a means to strengthen relationships with employers by soliciting input and responding to concerns. Another important way that Cameron reaches out to the community is through conferences and programs such as the Wilmington Information Technology Exchange and the Outlook Conference. Each of these events attracts hundreds of local professionals to campus for informational sessions and networking opportunities. Cameron has embraced the concepts of applied learning and community-based learning opportunities. Students in Cameron classes regularly do research projects or consulting projects for local businesses. Likewise, students in Cameron’s BUS 205 classes are required to perform 10 hours of community service each. This results in thousands of hours of volunteer work being performed by CSB students. Finally, a unique program that taps the resources of the Wilmington community is the Cameron Executive Network. Through this program approximately 230 active and retired executives serve as mentors to over 500 Cameron Students. These mentors help students with networking, career counseling, and most importantly, linking students to great career opportunities.

The College of Arts and Sciences (CAS) is committed to serving the betterment of the region, state, nation, and world through scholarly engagement activities represented in all 24 CAS departments. From the arts to the sciences community-based research and service-learning efforts in CAS are comprehensive and wide-ranging. Examples of scholarly engagement activities include extensive economic development projects in Southeastern North Carolina; mental health services to low-income residents; community performances in theatre, art, and music; public history community engagement; immigration rights advocacy; addressing food insecurity in low-income communities; developing strategic communication plans for community partners; public art restoration projects; community documentary film projects; geologic mapping; enhancing coastal habitat and environmental restoration, and working with the Coastal Land Trust, to name a few. A full inventory of CAS community engagement activities is available [here](#). In addition, each of the College's departments requires an applied learning experience as a part of the curriculum for its undergraduate majors. Examples include faculty-directed research, internships, service-learning, study abroad, and capstone courses, all of which challenge students to integrate various strands of knowledge and to apply that knowledge to broader, real-world or real disciplinary situations. Through applied learning, students in the college gain direct, hands-on experience with the skills of their major fields as an essential part of a holistic approach to students’ personal well-being, professional success, and civic engagement as stewards of their communities.

The mission of the College of Health and Human Services (CHHS) is to enhance health and quality of life across the lifespan for individuals, families, and communities within southeastern North Carolina and beyond through innovation and excellence in workforce development, scholarship, research, professional service, and community engagement. The CHHS is fulfilling
the community engagement element of its mission through the development of numerous partnerships and initiatives. Some of our community partners include the Fayetteville Veteran Administration Affiliation, ACCESS Wilmington/Miracle Field, Engage Southeast North Carolina Community Platform, and the Association for the Advancement of Retired Persons. The CHHS also has a number of on-going initiatives that also serve to promote health and quality of life. These include, but are not limited to, the Southeast North Carolina Regional Health Collaborative, the Obesity Prevention Initiative, and the Center for Healthy Communities. Each of these partnerships and initiatives brings together institutional and community resources in a collaborative approach to addressing critical public health issues that confront our community.

Community engagement is a central part of the Watson College of Education's mission. Throughout the year, the Watson College provides a variety of services to the community, including intensive tutoring to area students, day camps for children in under-represented communities, and competitions in science and math. From our University-School Partnerships, one of the strongest and most comprehensive examples of university–school partnerships in the nation, to the Razor Walker Awards, which awards community members for their contributions to education, the Watson College is always reaching out to and engaging with our community. An overview of some of our major community partnerships can be found at http://www.uncw.edu/ed/community.html. The Watson College of Education also hosts open-to-the-public speaker series, film series, and several events every month to support the professional development of education professionals in the region.

ETEAL works hand-in-hand with the four colleges and other offices across campus through the ETEAL-Supported Pedagogy Initiatives, whereby UNCW faculty and staff create enhanced learning experiences for our students, including ones that enable students to work directly with community organizations, to serve as consultants for locally owned or even international businesses, and to develop a curriculum or program to teach New Hanover County students. Through partnerships with other offices on campus, ETEAL also supports projects such as Social Entrepreneurship (with the Graduate School) and Engagement Days (with Career Center, OSLE, and QENO), which encourage students to apply their academic skills to challenges faced by nonprofits and businesses in our community. More examples of the service-learning projects that ETEAL has supported can be found here.

Taking the efforts of all four colleges in their totality, along with other significant efforts in the Divisions of Academic Affairs, Business Affairs, Student Affairs, and Advancement, UNCW is heavily engaged in the Cape Fear Region and beyond with more than 1000 projects and partnerships in various stages of implementation and development. An environmental scan suggests a significant portion of our engagement has been distilled into thematic categories. The following examples are meant to be illustrative and in no way exhaustive:

- Cultural Arts and Entertainment
  - Art for the Masses
  - Athletics
- Artist in Residence program
- Cultural Arts Masters Series

- Economic and Workforce/Business Development
  - Swain Center Initiatives
  - Center for Innovation & Entrepreneurship Projects

- Environment and Sustainability
  - Local Surf Rider Foundation
  - Center for Marine Science
  - Social Entrepreneurship

- Health and Advocacy
  - Southeast Regional Health Collaborative
  - Center for Healthy Communities
  - Miracle Field

- Hunger, Homelessness, and Poverty
  - Feast Down East
  - Wilmington Housing Authority

- Youth and Education
  - The WCE Professional Development System
  - Dropout Prevention Coalition
  - Blue Ribbon Commission for the Prevention of Youth Violence
  - Police Athletic League (gang affiliation resistance education)

Existing Campus Assets that Support Community Engagement

Our campus has numerous assets in place that support community engagement in ways that are very real and substantive. However, these units frequently engage in individual efforts rather than coordinate efforts in a holistic approach to community engagement. As such, there is a clear and ongoing need to develop institutional infrastructure that facilitates these units operating in a coordinated and collaborative manner. Additionally, as a majority of UNCW degree structures integrate applied learning experiences such as service-learning, community-based research, and internships into their curricular and co-curricular requirements, it is essential that our campus also be able to integrate these experiences into larger community engagement efforts as well.

List of identified supporting units:

- Career Center
- Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM)
- Center for Innovation and Entrepreneurship (CIE)
- Cultural Arts
- Experiencing Transformative Education through Applied Learning (ETEAL)
- Office of Community Partnerships (OCP)
Campus Challenges and Ideas for Improving Community Engagement

Based on our research, UNCW should first address a single overarching issue if it is to become a state and national leader in community engagement: the lack of community engagement as a strategic priority. (For example, the current strategic action plan draft subordinates community engagement as a single objective within a larger goal.) This finding echoes interim Chancellor Sederburg’s report to the Chancellor Search Committee in which he lists the need to define the role of “regional university” in areas such as “engaged learning (Carnegie classification), regional services (e.g. arts, sports, regional economic development, the aging community), aligning institutional “vision” with UNC, [and as a] coastal university” as the most important strategic issue facing UNCW other than the general need for effective institutional leadership.

Identifying a Strategic Priority

If the university is to truly “become recognized as a state and national leader in university partnerships and community engagement” (Goal 2, Objective 2 of the UNCW strategic action plan), we must elevate community engagement to greater prominence in both our strategic planning and “organic academic leadership” efforts (Buller). It is here where top-level leadership modeling is crucial, from the chancellor: “leadership from the campus CEO matters most. They must not only ‘talk the talk but walk the walk’; and from the Board of Trustees, General Administration, and the Board of Governors: “A culture of outreach must come from the top: The board must model it and believe in it in order for that culture to take root at the institution” (Votruba et al., Bourbon).

Moreover, while some campus units have developed structures designed to coordinate and communicate community engagement efforts, the campus collective has yet to clearly identify such a structural element. For example, there is currently no effective mechanism through which institutional-level community engagement activities are communicated consistently and strategically to the Office of University Relations. Thus, our approach to community engagement as a campus has been without consistent direction and, as a result, falls under a “fragmented” model as opposed to “concentrated” or “integrated” models (Pigza and Troppe).

If, in addressing the overarching challenge above, we can then define and publicly affirm an institutional commitment to community engagement, then we should attend to at least four subsidiary challenges: 1) infrastructure and resources, 2) coordinated communication, 3) outcome assessment, and 4) reward system.
1. Infrastructure and Resources

A repeated theme during the Task Force’s discussion with campus stakeholders is the need for **enhanced coordination without centralization**. As noted in the communication barrier, a campus-wide, collaborative effort with all UNCW constituents is necessary to facilitate the overall coordination of effort. With numerous units, faculty, staff, and students working to enhance the community, there are concerns about the overall sustainability of many of the initiatives. With little to no overarching strategic priority related to these initiatives, infrastructure for community engagement is inadequate and initiatives rely overwhelmingly on individual efforts. There are a variety of partnerships and campus units dedicated to community engagement, yet the consensus is that a concerted, deliberate and collaborative decision-making with all constituents at UNCW is necessary to fully operationalize our potential as an engaged university.

The need for better coordination has become more critical by recent events. The previous Chancellor created the Office of Community Partnerships (OCP), which has been somewhat disconnected from Academic Affairs. Simultaneously, he abolished the office of the Vice Chancellor of Public Service and Continuing Education, devolving various functions (e.g. OLLI, Youth Programs, QENO) throughout the university. In addition, the Vice Provost of External Affairs has experienced a retirement and has been filled by an interim.

Moreover, universities responding to external pressures to engage more effectively—particularly in an asset-scarce environment—are wise to avoid performance inefficiencies and mission creep by “ensur[ing] that the future direction... be in alignment with its core values” or, even more simply put, by engaging knowing one should “be true to yourself... and do it for core reasons” (Hendrickson et al., Bourbon). As such, it follows that an office of community partnerships, engagement, or service-learning should enjoy a direct connection between it and the role of faculty, staff, and students in applied learning and engaged scholarship. In the case of UNCW, this means that **the efforts of OCP should be better coordinated with efforts within the Academic Affairs Division, and that the responsibilities of the office of Vice Provost for External Affairs should be better and more broadly defined.**

Another related Task Force finding is that faculty and staff felt that fiscal support from UNCW administration to fund pilot grants for engaged scholarship would enable faculty, staff, and students to initiate projects in engaged learning, ultimately resulting in externally-funded grants and/or partnerships with local entities that are sustainable in the long run.

### Ideas for future consideration:

Given the potentially mutually reinforcing convergences of community engagement, modes of applied learning, and engaged scholarship of faculty, staff, and students, having the **Office of Community Partnerships more closely aligned with the Academic Affairs Division** will enhance its impact to connect community needs with faculty expertise.
It should also be noted that at some forums, some speakers voiced support for the previous model of the office of the Vice Chancellor of Public Service and Continuing Education, particularly if its leadership had relevant faculty credentials and legitimacy. Given current financial constraints, increased external reviews of UNC Centers, and the Task Force’s findings that what is needed is greater coupling or networking with Academic Affairs, this model would likely face a number of external and internal obstacles.

On a more immediately actionable level, the Task Force identified the need to fund pilot community-engaged scholarship grants to accomplish the goal of community-based applied learning and engaged scholarship at UNCW. These grants should be widely available to all faculty, staff, and students, and would be vetted by a broad cross-section of peers along successful pedagogy and research funding models such as the Cahill Awards, the CTE Summer Initiatives, CAS Research Reassignments, and the ETEAL-Supported Pedagogy Initiatives. This funding source will help the UNCW community to cultivate external engaged scholarship, development of public/private support, and social entrepreneurship models to support faculty, staff, and students in their development and implementation of community initiatives that provide benefits to both UNCW and our regional partners.

2. Coordinated Communication

The need for coordinated internal and external campus communication was repeatedly expressed across multiple contexts as fundamental to enhancing our regional impact. Internally, while there are many units and persons on campus who are engaging in meaningful work, there is neither a formal process nor a cultural practice by which these groups communicate directly and consistently with one another. Then too, there appears to be no formal mechanism by which the university communicates or “brands” its engagement efforts and interests to the broader civic community. Finally, an effective and inclusive, institutional-level model of bi-directional communication between UNCW and its strategic community partners is lacking. To communicate effectively both internally and externally it bears noting that “at the heart of partnerships are interactions and relationships that build on strong interpersonal exchanges and communication networks. Framing by partners and leaders influence how the partnership is interpreted by others” (Eddy and Amey).

Ideas for future consideration: The university should identify and constitute a campus-wide entity that a) interfaces with the Office of University Relations regarding outward messaging, and b) serves as a conduit responsible for systematically receiving and communicating community engagement priorities and activities. UNCW should engage in a concerted and coordinated effort in highlighting UNCW’s ongoing engagement efforts (e.g. a stand-alone publication similar to Michigan State University’s “Engaged Scholar”).

In addition to our sustained volunteer and philanthropic efforts, focusing efforts into one-day events to serve local community needs could highlight UNCW’s contributions to the local community in a way that helps media to discern the signal from the noise. For example, greater support and attention could be given to the already successful one-day event, Work on Wilmington, facilitated by the Office of Student Leadership and Engagement, among others.
3. Outcome Assessment

A critical element to documenting the impact of our community engagement efforts is to go beyond the simple cataloging of the quantity of hours served to measuring the quality of their impact on both our university’s core mission and the community we serve. This barrier was noted by multiple independent sources including the Student Government Association, President Wilson Bradshaw, and the Faculty Senate Steering Committee. For example, student leadership noted that students want to see results of the work, want service defined and outlined, and then want to see of its effectiveness (S.G.A. Meeting Notes). Independent of the quantity/quality issue, the university has multiple data collection points for metrics related to community engagement, yet none of these do an adequate job of capturing the overall impact that the institution has in the area. These systems result in possibly erroneous data such as duplicated volunteer and service-learning hours and community-impact metrics. Further, there are multiple “calls” for data for community impact, which consistently frustrate faculty and staff and slow the efforts to conduct meaningful engagement.

Ideas for future consideration: We recommend that UNCW invest in a single-campus-reporting system that captures service-learning, community service, philanthropy, and other metrics. In order to capture community-impact metrics, UNCW should consider effective collection of data from community-based groups relating to labor-based accounting (tabulation of hours on a project) and project-based accounting, which considers the value of goods and services produced by UNCW campus members. We also recommend that the university make a more concerted effort to balance the needs of reporting with the systematic efforts being done to conduct initiatives and to assess their effectiveness. The reporting structure should be streamlined and easy enough to not be burdensome, but also robust enough to capture the requisite data for the Carnegie Foundation, SACS-COC, RTP and PTR processes, and the various other data reports that are requested from General Administration. The Task Force notes the additional caveat that any reporting system in which implementation is not tied to campus stakeholders’ roles, rewards, and responsibilities will not be successful. (See barrier #4 below and the current state of our data reporting system, Digital Measures.)

4. Reward System

With little to no recognition or reward through merit raises and annual performance reviews, staff members have little institutional incentive to perform community service through volunteerism or providing professional expertise with external partners. As a result, many staff members do not share either with the institution, and many reported that they consider these activities personal and not to be appropriated by others (Staff Senate Notes). Additionally, while there are some student recognitions for community service and engagement, there are few visibly recognized rewards for staff members who actively contribute to the community.

Add UNCW’s RTP and PTR processes to the dearth of recognitions and rewards mentioned above, and faculty members also have little institutional incentive to conduct community
engaged scholarship that does not fall clearly within the bounds of the traditional criteria of research, teaching, and service. To use Ernest Boyer’s terminology, the scholarship of engagement is not recognized as such at UNCW, but rather “exists” and is valued only insofar as it is translatable to the scholarship of discovery (Boyer). Otherwise, it is relegated to the “optional subcategories” of “Research, Scholarship, and Artistic Achievement” (section V.B.7: Faculty Engagement) or “Service” (section VI.B.3: Community Service). The Faculty Senate Steering Committee added that a key factor to revisiting how community engagement is evaluated is through a faculty-led conversation of its relation to the academic mission, notably by clearly establishing the differences between service (volunteerism and philanthropy) and engaged scholarship and teaching (Steering Notes). It should be noted that not all faculty need to participate in engaged scholarship, but collectively, UNCW faculty will meet these needs.

**Ideas for future consideration:** We recommend that the Faculty and Staff Senates identify additional ways to recognize and reward community engagement. For staff, enhancing recognition not only fosters the importance of community service, but can also galvanize the commitment that UNCW has on its most important aspect: its people.

For faculty, integrated engaged scholarship metrics should be included in RTP, PTR, and annual performance review processes as a means to demonstrate the overall importance that research and service-learning have on our community. Community engagement should not be an “add-on,” but that it should cut across teaching, scholarship, and service in the forms of community-focused applied learning pedagogies and engaged scholarship. To help facilitate this process, senior leadership should be supportive by encouraging faculty to employ a faculty-driven model, in which faculty leaders work in concert with other faculty, Faculty Senate, chairs, directors, and top leadership to address issues of RTP (Steering Notes). There are many faculty and faculty leaders who are more open to the idea of including community-based applied learning and engaged scholarship as core contributions to the areas of research and teaching for RTP than the previous attempt. Consideration of engaged scholarship in tenure, promotion, and rewards processes is already a common practice in many universities including UNC-Chapel Hill, University of Washington, Penn State University, and University of Chicago-Loyola, to name a few. Metrics and methods of assessment of such scholarship and best practices can be borrowed from institutions that already engage in such practices.

**Senior leadership should be supportive by encouraging the Faculty Senate to consider incorporating engaged scholarship into the RTP and PTR documents.** For example, our campus-wide quality enhancement program, ETEAL, was approved and has enjoyed faculty, staff, and student support not because it was a top-down mandate from our accrediting body, SACS-COC, but rather because it has developed as part of an organic process in which all groups work from of a place of mutual respect and shared core mission. UNCW has a wealth of nationally recognized faculty engaged scholars only hinted at in the earlier section “Themes and Examples of On-Going Projects and Partnerships,” and who are making “the case for the New, Engaged, 21st-Century Scholarship” abroad (Nyden, Hossfeld, and Nyden). The Task Force recommends that such faculty leaders are afforded sufficient autonomy over “time, task, team, and technique” to foster the conditions necessary to activate an overwhelming attitudinal shift with respect to the role community-based applied learning and engaged scholarship play in RTP and similar faculty-reward systems (Pink).
Summary

The findings of this task force can be summarized into three broad issues.

- **A Vision for Community Engagement** – UNCW is fully committed to achieving its mission to become recognized as a state and national leader in university partnerships and community engagement. In order to fully actualize this mission, we must have key leadership, including the Chancellor, who will publicly affirm community engagement as an essential component of our mission and who will craft a vision that operationalizes that commitment in meaningful ways. This vision should galvanize the university and civic communities toward a common collaborative spirit and establish short and long-term institutional goals. As the Wilmington Chamber of Commerce CEO, Connie Majure-Rhett, put it—quoting Andrew Carnegie in her remarks to UNCW: "No person will make a great business who wants to do it all himself or get all the credit."

- **Strategic Action Planning and Rewards** – UNCW should develop a strategic action plan that defines community engagement as a central function tied to our core mission. Such a plan should commit the university to providing the resources and structural elements necessary to nurture and sustain existing partnership while encouraging faculty, staff, and students to develop additional opportunities.

- **Institutional Resources** – While UNCW has established a strong foundation of community engagement, there is considerable need to develop institutional infrastructure directly linked to the strategic action plan. Enhanced resources are needed in the areas of assessment, communication, staffing, and funding structures. There is a clear need for a linked, network-based model that fosters cross-divisional collaboration and that captures the spirit and desires of our faculty, staff, and students to move us in a direction that makes a global impact (Kezar and Lester, Barabásí).

Next Steps

- The new Chancellor should make a commitment to get to know personnel and familiarize herself/himself early in the job (e.g., first 6 months) in the thematic areas mentioned above.
- The feedback from both on-campus and off-campus partners suggest that the incoming Chancellor should identify 3-4 themes in which UNCW should focus its efforts.
- The incoming Chancellor could continue to work with the Task Force to make progress on these suggestions and initiatives.
Works Cited


Appendices

A. Questions for Chancellor Candidates

- What is your vision for Community Engagement at UNCW?
- What experience(s) do you have in this area?
- What is your reaction to this draft report from the task force on Community Engagement?

B. Working Definitions

Applied Learning: a pedagogical model that places students in experiences requiring them to integrate theories, ideas, and skills they have learned into new contexts, thereby extending their learning. ([http://www.uncw.edu/eteal/overview/AppliedLearning.html](http://www.uncw.edu/eteal/overview/AppliedLearning.html))

At UNCW, applied learning is the umbrella term that organizes student research, internships, service-learning/[community] engagement, and study abroad. See [UNCW Applied Learning Website](http://www.uncw.edu/eteal/) and [Strategic Action Plan, Goal 1, Objective 4](http://www.uncw.edu/eteal/overview/AppliedLearning.html).

Service-Learning is a form of applied learning that combines classroom instruction with meaningful community service “in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes” (Jacoby, 1996c cited in Jacoby 2015).

Community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (Carnegie Foundation)

Engaged scholarship is the scholarship of teaching, research, and creative accomplishment, as well as service that involves citizens and the university working in partnership to create and apply knowledge that addresses pressing societal issues and strengthens civic responsibility and democracy through mutually beneficial relationships ([http://www.outreach.psu.edu/engaged-scholarship/](http://www.outreach.psu.edu/engaged-scholarship/)).

*We recommend that UNCW come to agreement on standard definitions for the above terms to avoid unnecessary confusion.

C. Resource Center. Additional reports, models, and relevant publications are housed on internal site and are available upon request.