

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by University of Wyoming on 3/11/2022. Last modified on 6/4/2023.

Application Deadline

May 1st, 2023 at 11:59 PM CST

Data Provided

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and 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.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and

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legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Primary Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only).

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Title

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Institution

University of Wyoming

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City

Laramie

State

WY

Zip Code

82071

Full Name of Institution's President/Chancellor

Edward Seidel

President/Chancellor's Email Address

Edward.Seidel@uwyo.edu

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

8871

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

1268

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

2844

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

721

SECTION 2: Campus, Community, and Community Engagement Context

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

The University of Wyoming's (UW) vision, mission, and values shape its definition of community engagement which centers around the institution's land-grant commitment of service to the state of Wyoming. This was embodied directly in UW's strategic plan, *Breaking Through: 2017-2022*, which prioritized Impacting Communities (Goal 3 of 4 total), a call to "Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners." This goal shaped the community engagement missions of each college and school. Defining this vision at the institutional level was tasked to UW's Engagement Task Force (2017-18), appointed by former UW President, Laurie Nichols, who completed a self-study in cooperation with UW's colleges and schools. The final report, accepted by UW's President in May 2018, and subsequently the newly created Office of Engagement and Outreach (OEO) in 2019 "endorsed the Carnegie definition of community engagement and its values of collaboration between institutions of higher education and their larger communities for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity." Acknowledging the Carnegie definition adopted by OEO, in conjunction with Goal 3 in *Breaking Through: 2017-2022*, led President Nichols to appoint a Director of the Office of Engagement & Outreach and the UW Engagement Council with representation from each college/school to work directly with units to implement this vision.

Exemplars from college/school mission statements from individual strategic plans (2017-2022) illustrate the land-grant mission themes of service to, and partnership with, the state of Wyoming. Examples include:

-Haub School of Environment and Natural Resources: We "[e]ducate future leaders, provide information from the university to the communities that can use it, and build capacity for sound and collaborative decision making."

-College of Agriculture, Life Sciences and Natural Resources: We "serve people through the application of the land grant principles of learning, engagement, and discovery."

-School of Energy Resources: We "solve critical energy challenges, add value to the Wyoming energy sector, and position UW as a primary provider for energy innovation. ... In pursuit of this mission, the SER facilitates internal and external interdisciplinary coalitions and builds institutional capacity in energy education, research and outreach."

-College of Engineering and Physical Sciences: We "serve the citizens of Wyoming through engineering and technology-oriented educational and research programs, yielding graduates and technologies that significantly impact Wyoming's economic growth and diversification. We do this through our commitment to student success, community and industry engagement, and translational interdisciplinary research."

-College of Business: We "serve the State through Outreach and Engagement by strengthening value-added relationships with government, industry and community stakeholders ... by providing high-value business education and world-class research and collaborating with educational and community partners to further business and economic development throughout the state."

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As this application will detail, every college, school, and division of UW participates in numerous reciprocal partnerships across Wyoming, and this definition of community engagement continues in the new strategic plan.

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

Historical Context:

The University of Wyoming (UW) was founded in 1886 while Wyoming was still a territory. The founding legislation highlights Wyoming's ongoing aspirations to live up to the motto as "The Equality State" by establishing that, "The objects of such university shall be to ... impart to young men and young women, on equal terms, a liberal education ..."

UW is the sole four-year institution of higher education in Wyoming and the flagship institution. Located in a rural area in the town of Laramie, Wyoming, UW enrolls approximately 8,500 undergraduates and 2,500 graduate students, over 2,000 of whom are enrolled in distance education programs. UW has one branch campus, UW-Casper, located in Casper, Wyoming. This site serves distance education students and was accredited by the Higher Learning Commission in 2008 as a formal branch campus.

Institutional Priorities:

The university addresses community engagement and the "health" of our statewide constituency through strategic planning and the vital role it plays in key initiatives such as economic development, in cooperation with statewide partners. The 2017-2022 strategic plan addressed current and planned impact on Wyoming's communities through outreach and collaboration as one of only four primary-level goals, "impacting communities" demonstrating UW's dedication to engagement for the well-being of the university, its students, and the communities who rely on us. The university's identification of engagement as a core theme in the last two strategic planning processes has recommitted the institution to build evolving, mutual relationships between UW and the state as a whole. The strategic plan, *Breaking Through: 2017-2022*, and strategic planning process across 2021-22 for UW Strategic Plan 2023+, adopted in January 2023, are discussed in detail in 5.1 and 5.3.

Student Demographics and Measures of Value to Wyoming Communities:

As a regional "anchor" institution, the University of Wyoming must measure success and impact beyond standard methods such as the number of graduates and their postbaccalaureate incomes. Further, UW must provide access to higher education for marginalized and underrepresented populations, contribute to the availability of public health resources, and support local economies while addressing workforce needs. By prioritizing access and service, UW addresses needs that otherwise go unmet in most communities. Healthcare initiatives include local clinics, telehealth and telemedicine, rural medicine fellowships and degrees developed to meet local priorities such as computer science teachers and outdoor recreation, agricultural extension and research centers, support for traveling lectures, artists, STEM educators, and museum, library, and archive collections.

UW meets or exceeds most measures of accessibility and opportunities for success among underserved populations. Among these measures is a high admission rate (98%) including pathways for academically less prepared students, the number and diversity of student resource centers and learning communities, and the

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percentage of traditionally underserved students including adults (17%), transfers (40%), rural residents (65%), distance learners (15%), and first-generation students (25-30%). This demonstrates UW's intentional and ongoing commitment to meeting the educational and economic needs of diverse constituencies.

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

Since its inception, the University of Wyoming (UW) has retained several features that are unique or uncommon when compared to other institutions.

Community:

UW, located in Laramie, Wyoming in the southeast corner of the state, is the only four-year institution in the state, and Wyoming is the only state to house only one public university including undergraduate and graduate programs. This status means that state/local government, industry, fellow postsecondary institutions, public educators, and citizens throughout the state rely on the university to provide time and resources related to furthering community goals, economic opportunity, citizen engagement, expertise, and a high-quality, affordable education. UW genuinely serves the state.

History and Culture:

Wyoming is one of two remaining "Frontier" states in the US based on population density (fewer than six people per square mile) and distance from population centers. With a population of 575,000, Wyoming remains the least populated state in the nation. This rural nature along with the frequent difficulty of travel in harsh weather favors small public schools, a reliance on self-employment in areas such as ranching, services, retail, and caring communities. The state embraces the cowboy culture of independence and boasts unparalleled recreational opportunities in Wyoming's wide-open spaces as well as abundant natural resources. The Wind River Indian Reservation spans 3,532 square miles in west-central Wyoming and is home to the Northern Arapaho and Eastern Shoshone tribes. These communities experience many of the economic difficulties common among Indigenous peoples, but possess aspects of great community value, both intrinsic and cultivated, including small local schools as family hubs, a sense of belonging and common history, and shared cultural hallmarks.

Educational Attainment:

Wyoming's long economic history with mining and oil industries provides citizens with high-paying jobs requiring little formal education. Although Wyoming has the second highest high school graduation rate in the nation at 94%, it is 43rd for bachelor's degree attainment at 27% of people over age 25. Wyoming is a "first generation" state with more than half of UW students being residents and with about 25-30% of students coming from families in which neither parent has a bachelor's degree.

UW's high level of engagement statewide seeks to serve both students who aspire to a university degree, as well as others who rely on the benefits of the university's broad resources in their home communities including agricultural research, access to rural health services, and assistance with local economic and entrepreneurial development.

Economic Health:

Taxes on "extractive" industries (mining, minerals, drilling, etc.) account for 55-65% of state revenue. While Wyoming has experienced "boom" and "bust" cycles in the past, the bust years, when oil/gas and mineral prices are low and industry limits mining and drilling, have become more prevalent and have devastating economic impacts on the state. Given that 60-65% of the university's operating budget relies on industry taxation, the

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university undergoes these budgetary lows along with the state. With frequent economic downturn cycles, UW is called upon to serve as an engine of economic development, entrepreneurship, and innovation for the state.

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

UW has developed strong, diversified, and wide-ranging relationships with its statewide constituency including cities and towns, stakeholder groups and associations, community colleges, K-12 programs, etc. There are very visible statewide community engagement formal structures such as UW Extension with offices in all 23 Wyoming counties and the Wind River Indian Reservation. The Vice President for Research and Economic Development oversees the Business Resource Network with offices that serve the state, including business incubators in numerous communities. One is located at Central Wyoming College in Riverton specifically to serve the Wind River Indian Reservation. While these formal structures are important, they do not capture the myriad informal relationships developed by deans, unit directors, faculty, and staff, who together cultivate a shared culture of community engagement at the institution and with statewide constituents. The strategic plan, *Breaking Through: 2017-2022*, was the first effort to elevate community engagement efforts by the creation of an Office of Engagement and Outreach (OEO). It was designed to serve as a "portal of access" to UW for the citizens of Wyoming (and beyond), which "coordinates and streamlines engagement/outreach efforts to achieve enhanced consistency, follow-through, and impact," but not to centralize all efforts.

The opening of the OEO and appointment of its founding director as the Chief Engagement Officer who reported to the President positioned this work centrally in the President's Cabinet. However, leadership changes since 2019, specifically with the departure of President Laurie Nichols in June 2019, and the Provost in March 2020, with subsequent one-year interim President and Provost appointments, traditional community engagement efforts remained centered with deans, unit directors, and individual faculty and staff. When UW's 28th President Edward Seidel arrived in July 2020, UW was responding to the pandemic and to its own crisis with centralized zoom meetings as well as responding to diverse calls for assistance from the state. In response, UW shifted to a more centrally coordinated engagement practice, as UW was asked by the state government to serve the state's immediate health needs during the pandemic. Specific pandemic responses and budget impacts for community engagement are detailed in 2.5.

Further, President Seidel's engagement vision to enhance UW's service to the state emphasizes economic development, and the central, innovative role the university can play to respond to economic needs. His central leadership of the Wyoming Innovation Partnership (detailed further in 3.3 and 5.5), restructuring of the Division of Research and Economic Development, and establishment of the new position of Associate Vice President for Economic Development, created positions central to UW's partnership in the economic health of the state. The hire of Provost Kevin Carman in May 2021 reinvigorated the campus-wide focus on community engagement through the new strategic planning process (2021-22) with specific plans to apply for the 2024 Carnegie application cycle and support centralized community engagement structures under the auspices of the Vice President for Governmental Affairs and Community Engagement.

5. Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing

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trust in American democracy and institutions; and natural disasters.

Since 2020, the university was impacted by the pandemic, which simultaneously increased calls for UW services and triggered a \$1.5 billion loss in state revenue and subsequently a \$42.3 million budget cut to UW's state biennium budget. The institution initiated strategic scenario planning with concurrent reviews of academic and other programs in response to losses of state funding. As UW underwent reorganization planning across 2020-21, including three new college configurations and consolidation of services in areas such as the Division of Administration, the institution stepped up to address new statewide needs. Community engagement efforts, including the Office of Engagement and Outreach, took on the direct challenges of the evolving health crisis and economic needs by responding in new and innovative ways. UW's colleges and departments developed and implemented university, community, and statewide interventions to address the COVID-19 pandemic, educational needs, and economic development imperatives. For example:

In the College of Health Sciences across 2020 and AY 2021, all units responded to community needs. 1) The Wyoming Telehealth Network, administered by the Wyoming Institute for Disabilities (WIND), provided 2,400 new videoconference (Zoom™) HIPAA-compliant licenses to Wyoming providers. In the pandemic's first year, the network provided training to 921,466 (duplicated count) participants and over 347,000 hours of clinical sessions. This was a 16-fold increase from pre-pandemic network usage. 2) WIND's Equality State Research Network conducted research related to the COVID crisis impacts on the state's healthcare systems. WIND's UW ECHO for student health facilitated sessions throughout the summer for school district teams to meet and plan for the return to in-person learning in 2020. 3) The School of Pharmacy Dean was the vaccine coordinator for campus. In this role, he worked with the Dean of the College of Health Sciences, university officials, public health, and Iverson Memorial Hospital to create, staff, and manage the county's COVID vaccine clinic that administered over 16,000 vaccines to roughly 45% of county residents. 4) School of Pharmacy and School of Nursing faculty and students staffed the testing program and vaccine clinics. They worked with the Wyoming Department of Health to establish strike teams to assist other Wyoming counties with vaccination clinics.

In the College of Agriculture, Life Sciences and Natural Resources, the Wyoming State Veterinary Laboratory (WSVL) tested upwards of 150,000 surveillance samples from the UW community, including UW Casper. Additionally, WSVL performed diagnostic and confirmatory testing on approximately 12,000 patients from Laramie and the surrounding areas. This required WSVL to obtain certification from the Department of Health and Human Services (HHS) as a human diagnostic testing laboratory. Testing was coordinated among community stakeholders, including UW Student Services, Student Health, College of Health Sciences, Albany County Public Health, Albany County Schools, Iverson Memorial Hospital as well as the National Animal Health Laboratory Network and HHS.

The subsequent economic downturn in Wyoming created conditions that put UW at the center of efforts to address economic needs of the state. These efforts are detailed in 3.2, 3.3 and 5.5.

SECTION 3: Quality of Community Engagement Relationships

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

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

As Wyoming’s sole four-year university, the Office of the President and Academic Affairs regularly engage community partners in listening sessions throughout the state to gain broad input when developing UW’s strategic plan and to address and provide updates on the final initiatives. Many members of the university, including the President, Provost, and Vice President for Governmental Affairs and Community Engagement, work directly with state and federal elected officials, as well as leaders and interested citizens from local, state, and federal entities.

Recognizing the need to establish a formal method to collect feedback from partners, the Carnegie Community Engagement Task Force (the group responsible for completing the 2024 Carnegie application) designed and distributed a survey to university partners in fall 2022. Distribution was based on recommendations from academic and administrative units who submitted the contact names for both long-standing and newer community engaged endeavors. UW established two goals for this survey: 1) evaluate the degree to which partners feel they enjoy a mutually beneficial, respectful, and solutions-based relationship with the university, and 2) establish an annual practice to solicit this information. Survey results will be shared with UW partners to acknowledge positive results as well as to address and resolve components where external partners cite gaps or challenges.

In response to questions 3.1.A-C, a sampling of the many community engaged initiatives undertaken annually, including AY 2022, by UW’s College of Health Sciences (CHS) are used as metrics. As a sparsely populated state that has not adopted Medicaid expansion, Wyoming has a large fraction of its population that lack access to medical insurance; small towns without access to doctors, mental-health care providers, or chronic care specialists; and people residing in areas without reasonable access to hospitals, urgent, and emergency care. Thus, community-based support systems are especially important to Wyoming citizens. Given this landscape, CHS administrators, staff, and faculty dedicate significant time and resources to identifying health-care gaps and collaboratively developing initiatives to address them.

3.1.A. How the Effectiveness of Those Actions and Strategies are Shared with Partners:

The School of Pharmacy in CHS maintains strong, mutually beneficial relationships with roughly 225 pharmacies statewide, including independent, chain, and hospital and health-system pharmacies. Pharmacists at these sites serve as preceptors who train UW students, and, in turn, the school provides continuing education and preceptor development opportunities for these practitioners. Pharmacy students undertaking their externship provide direct patient care and complete wellness projects based on community needs at their local site.

Both preceptors and students complete a full evaluation of the experience at the close of the rotation. In addition to playing a role in determining students’ final grades, the results of these evaluations are used to communicate information to and improve outcomes for the college, the pharmacy student, and community partners with an emphasis on whether and how the program and students are addressing the needs of the communities in which students work.

3.1.B. How the Campus Ensures that Community Partners have “Significant Voice” and Input into Institutional or Departmental Planning:

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The Wyoming Institute for Disabilities (WIND) is a University Center of Excellence in Disabilities in CHS whose mission is to improve the lives of individuals with developmental and other disabilities through initiatives related to health and wellness (for both individuals with disabilities and their caregivers), expanding early diagnosis and intervention, and promoting employment opportunities and the availability of assistive technology. To ensure that the department's personnel and funding address identified community needs, WIND convened a Consumer Advisory Council composed of stakeholders with a direct interest in the planning and decision-making processes. Individuals with disabilities or their family members make up 50% of the council and members represent all areas of the state and numerous types of disabilities.

The council meets at least eight times a year with the charge of providing partners with opportunities to communicate needs, successes, and concerns directly to WIND representatives and to engage in a dialogue on important issues. Every five years, WIND engages community partners in its in-depth review of current practices and initiatives and then develops formal goals that are responsive to the expressed needs of the individuals and communities served. Progress towards these goals is tracked annually and reported back to stakeholders. This detailed annual report is also "translated" into infographics that are accessible to any interested individual and is shared on WIND's website, social media, press releases, and updates to community stakeholders.

3.1.C. How the Systematic Data from the Feedback and Assessment of Partnerships is Used to Improve Reciprocity and Mutual Benefit:

UW's Equality State Research Network (ESRN) engages in community-based research intended to improve the overall health of Wyoming residents. ESRN research activities and resulting initiatives employ community-based participatory research principles that promote partnerships at all phases of research, recognize the community as the unit of identity, build on community strengths with a focus on local relevance, and focus on mutual benefit among partners and maintaining long-term commitments. Measuring the quality of community engagement uses factors shown to be effective in rural engagement including defining expectations, developing shared understanding, and actively valuing contributions.

Two current studies underway reflect these principles: 1) a study undertaken with the Wyoming Health Council and Title X (Family Planning) clinics in multiple Wyoming counties is already demonstrating a need for improvements in services. To date, the study has revealed that significant percentages of Title X clients have intellectual/developmental disabilities (IDDs) and/or mental healthcare needs. The clinics are responding to these initial findings and now include questions about disability and mental healthcare as part of their intake process. They have further identified and shared ways to be more inclusive and welcoming to clients with IDD's. Another study is examining vaccine hesitancy among individuals with IDD's, their families, and their caregivers. Service providing agencies, in concert with UW researchers, are gaining a better sense of the challenges and barriers to increasing the proportion of Wyoming individuals receiving vaccines. The results will guide policy and process changes at healthcare and social services agencies in communities throughout Wyoming.

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

Diversification of the Economy and Community Economic Development:

Over the last few decades, UW has implemented and/or engaged in several economic development and diversification initiatives to aid Wyoming's energy and mineral economies, the primary economic drivers of state

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revenue, while also diversifying the economy so that the state may rely less on these unpredictable “extraction industries” for state revenue and employment. Among the initiatives that focus on Wyoming’s energy industries was the creation of the School of Energy Resources (SER) at the behest of the Governor, Wyoming Legislature, and industry stakeholders. It was established to develop public and private research partnerships in energy development and alternative uses of energy and energy by-products. For example, in partnerships with Wyoming coal communities, SER current projects funded through the Department of Energy include integrated carbon capture and storage efforts. One example is the Wyoming CarbonSAFE project (AY 2019-AY 2022 and ongoing), an applied research project in the Powder River Basin in northeastern Wyoming. These and related technologies hold promise for extending the life of coal and related resources, preserving important state revenues that have fallen by half since 2010, and are expected to continue to drop significantly over the next five years without efforts to preserve the clean use of this resource.

The state, university, and numerous communities also seek ways to diversify Wyoming’s economic base and workforce opportunities. UW’s business partnerships are coordinated through the Research and Economic Development Division. Programs under this umbrella include Impact 307 incubators, the Wyoming Small Business Development Network (SBDN), and Manufacturing Works. These entities are funded through a combination of state and university funds and federal grants. Though they differ as to specific goals and initiatives, all are designed to provide significant support, expertise, and financial assistance to reach current and aspiring small-business owners, the entrepreneurial community working to start and expand innovation-driven business, and manufacturers and producers who wish to remain in Wyoming while strengthening their growth and competitiveness.

To better understand and serve current and potential economic partners and local communities, these entities annually gather data identifying economic outcomes, client demographic information, and grant and support aid received. In providing support and expertise, staff and faculty working toward improving these partnerships set goals and measure outcomes related to reducing barriers to economic success and viability experienced and faced by many small businesses including those owned by traditionally underserved groups such as veterans, women, and those from rural communities and communities of color. Initial and ongoing assessment activities have shown under-resourced groups face training and knowledge gaps, funding, and business planning challenges. This information allows planning and prioritization of services to these communities. Mentoring and training efforts have resulted in immediate impacts through increased business starts and business funding across the state, especially among these targeted underserved groups.

Each unit produces annual reports summarizing efforts to promote and develop small-business activity and economic development in the state. Data collected includes jobs created and employment impacts, total capital infusion, grants and contracts data, and other metrics. Specific success metrics that are tracked include clients trained, total grants and loans awarded, and a demographic breakdown of minority and underserved clientele.

Innovative Practices to Retain Wyoming’s Public School Teachers:

Wyoming faces a shortage of trained teachers, a problem exacerbated by the rural nature of the state and isolated communities. The Wyoming Trustees Education Initiative (TEI) partnership was developed with the aid of the UW’s College of Education, the Wyoming Department of Education and educational stakeholders, support from the Daniels Fund, and an education and strategic innovation consultancy as well as other national organizations. The collective goal of these partners is to ensure that Wyoming has a corps of vibrant, innovative teachers for early childhood education programs and the K-12 system.

TEI has sought to help all districts and bring under-represented populations to the teaching profession. Over the last three academic years (AY 2019, AY 2020, and AY 2021) and as part of the Common Indicator System, TEI gathered data on pre-service teacher gender, race, and ethnicity, seeking to note changes in enrollment of non-

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white students in teacher preparation and male students enrolling in elementary education programs at UW.

The TEI partnership agreed upon common goals, services and programming, and a comprehensive assessment plan. Data gathered led the partnership to identify the need to create and expand innovative Wyoming educator-training programs that emphasize “the four Es”: career exploration, experiential learning for pre-service teachers, embedded practice in Wyoming school districts, and continued support during entry into the profession so students may become preeminent educators for Wyoming and beyond.

TEI brought the Teacher Cadets program, first established in South Carolina, to Wyoming to be the primary program for recruiting young people into the teaching profession. By offering dual/concurrent high school/college enrollment credit, students who might not have the economic flexibility to explore a career in teaching at the college level do so in high school during a semester long introduction to education theory and practice. In the second semester of the Teacher Cadets program, students enroll in a practicum course and work with teachers in their local school district, similarly to the programming that would take place during a practicum in a college course. Wyoming now has eight high schools with fully trained Teacher Cadet Facilitators who are teaching, or have taught, the Teacher Cadet curriculum.

Due to minimal change resulting from student recruitment efforts, TEI refocused efforts on retention of early career educators. By training experienced teachers to be mentors for early-career educators, TEI hypothesized that mentors would help these educators navigate the management of their own classroom, the expectations of students and parents, and adjust to a new professional environment – thus finding relief from the myriad of burdens placed on them as new teachers. Early feedback is positive from the 2022 cohort of early career educators. TEI assessed results and made program changes, which shifted its efforts from recruitment to a new mentorship program designed to help rural schools and larger districts retain teachers.

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

The Wyoming Innovation Partnership (WIP) is an example of a statewide cooperative effort, and top priority for President Edward Seidel, that demonstrates how mutuality and reciprocity are embedded in these types of partnerships.

WIP is a multi-year cooperative effort developed in 2021 by UW in partnership with the Wyoming Governor’s Office, Wyoming’s community colleges, and the Wyoming Community College Commission (detailed further in 5.5) for the purpose of improving the state’s economic growth and stabilization. Funded with \$27.8 million in American Rescue Plan funds in Phase 1 (2021-22), WIP builds on two previous partnership efforts: 1) the state’s Economic Development Strategy in which the university was a primary partner in developing a plan to expand economic development, and 2) Wyoming’s Post-Secondary Attainment Plan in which UW participates in increasing the working population of 25–64-year-olds who possess a post-secondary credential (degree or certificate) to 60% by 2025 and 75% by 2040.

A Presidential Steering Group (PSG) was formed and tasked with developing WIP’s shared vision, goals, planning, and execution as well as the set of metrics to be used to identify progress toward intended outcomes. The resulting blueprint developed strategic and collaborative programming to advance business development, support workforce training, develop and support entrepreneurs, and encourage new business starts. These broad goals were then addressed with economic and workforce development organizations across the state to create a proactive, collaborative agenda to support Wyoming’s economic future. The agreed upon initiatives

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derived from the community-level collaborative process included expanding technology transfer and commercialization in Wyoming and developing business partnerships that have the potential to attract private funding. This effort is inclusive by nature and necessarily addresses underserved rural and tribal populations as well as the broader state economy.

WIP relies upon partnerships among Wyoming's postsecondary institutions for their resources and expertise to develop online and in-person entrepreneurship, innovation, and business skill programs that address the needs of economic-development organizations and employers in Wyoming. Examples of these efforts include the creation of mobile makerspaces to serve remote communities and K-12 students, expanded makerspace facilities at community colleges and UW, and coordinated and expanded entrepreneurship training. WIP also broadens traditional UW Extension efforts beyond the state's agriculture programs to highlight opportunities for municipal and private entities to engage with other economic drivers such as high-tech and modern manufacturing, energy industries, and enhanced opportunities for tourism and recreation.

The effects of these partnerships are measured statewide and at a level that allows assessment to determine if the time and resources invested in WIP are moving partners toward a prosperous and sustainable economic future. Measures include the number of new businesses startups, number of jobs created, level of wage increases, the type and distribution of research activity related to goals, and education enrollment and retention in entrepreneurship and economic development programs. Additionally, the data collected describes underserved populations and the type of community served. Through these mechanisms, progress toward identified goals is reported on a quarterly basis on the WIP website and in regular statewide presentations/communications.

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

In a "Frontier" state such as Wyoming, distances between communities act as one of the primary barriers to participation in collaborative partnerships. Those underrepresented populations with which UW partners are defined in expected ways such as lower socioeconomic status and ethnic/racial minority status, but in serving Wyoming, UW must also consider the effects and challenges of geographic isolation on communities.

The Wyoming Institute for Disabilities (WIND) at UW, among other units, maintains an advisory council to better connect its programs to statewide needs. The Consumer Advisory Council partners with WIND to determine statewide needs for disability support and prioritize services and research. Community members represent all geographic regions of the state, including most frontier areas. To ensure economic and geographic barriers to participation are minimized, community members receive honoraria for their participation and the costs of travel are reimbursed for each meeting. Members are provided with childcare services and accommodations made for individuals with disabilities to fully participate. The work of council members informs priorities for disabilities instruction and curriculum, research, and the training and services that WIND provides.

UW, through faculty and student support from the Department of Family and Consumer Sciences, collaborates with members of the Restoring Shoshone Ancestral Food Gathering (RSAFG) group on the Wind River Indian Reservation in central Wyoming to reclaim knowledge about the use of local, wild foods and preserving traditional methods of gathering and preparing those foods. Its research (AY 2020 and ongoing) employs a community-based participatory model with an emphasis on indigenous interests and needs. Traditional recipes, stories, and other food knowledge are shared among community members and non-Native partners. A photo and recipe book were developed to document the group's efforts. The creation of a traditional-foods database is a project focus and is consistent with community priorities identified by the RSAFG. The collaboration includes a

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health study among participants who receive traditional foods to prepare. Participants provide biometric data and information on their feelings of well-being and connectedness to their community and ancestral practices. Grant funding from UW prioritizes community engagement and building capacity including 1) hiring community members, 2) participant stipends, 3) travel for students to engage with the community, 4) training and technical support for partners, and 5) travel for partners whenever information about the work is shared.

In addition, stipends and honoraria are provided to speakers who enrich UW student learning and understanding through public symposia and in UW classrooms. For example, speakers for the Shepard Symposium on Social Justice, an annual event that seeks to engage participants in discussion of strategies to address inequalities based on race, ethnicity, gender, sexual orientation, disability, and class. Another example includes speakers in UW's Martin Luther King Days of Dialogue, an annual event that seeks to provide a positive environment for Black identified students to celebrate their culture and collective history. This event facilitates community-based, culturally responsive, and trauma-informed learning experiences focused on racial justice and empowers and encourages individuals to engage with racial justice issues in their communities.

SECTION 4: Academic Community-Campus Partnerships

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

Partner #1

Project/Collaboration Title	Civil Legal Services Clinic Partnership
Community Partner Name	Equal Justice Wyoming; Legal Aid of Wyoming, Inc.; Wyoming Children's Law Center
Community Partner Contact	Angie Dorsch, Executive Director, Equal Justice Wyoming
Campus Partner (person, program, department, center, etc.)	Danielle Cover, Professor, College of Law

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<p>Purpose of the Community-Campus Partnership</p>	<p>For context, about one-third of residents in Wyoming qualify as indigent and qualify for the Civil Legal Services Clinic (CLSC) in the College of Law. With the COVID-19 pandemic, issues for indigent communities were at an all-time high. Out-clinic students worked to meet this demand as they served their clients. To serve all those requesting legal assistance, the CLSC partners with Equal Justice Wyoming (EJW) to amplify the total resources and reach of free legal services in the state. EWJ funds a small portion of the CLSC's operating budget. In return, the CLSC works closely with EJW to represent clients who cannot find free services through other agencies. The CLSC also works closely with EJW to develop and implement community education and outreach programs. Past programs have included expungement workshops, family law workshops, and veterans' benefits workshops, as well as landlord-tenant law education for social workers. As sister free legal service providers in Wyoming, the CLSC and Legal Aid of Wyoming (LAW) work contemporaneously to offer legal representation to the most economically marginalized residents of the state. The CLSC and LAW services are complementary in that CLSC is often willing and able to take cases with substantive issues that LAW is unable to cover. In addition, because the CLSC has a regular roster of 8-10 students, the amount of direct representation the CLSC provides complements and bolsters the somewhat limited ability of LAW to offer comprehensive representation to Wyoming's residents. Wyoming Children's Law Center (WCLC) is the primary provider of representation for children in the state. Half of the CLSC's caseload is low-lethality family cases. Low lethality, however, is not synonymous with low conflict. WCLC offers free and low-cost mediation and Guardian ad Litem services that the CLSC accesses as needed.</p>
<p>Length of Partnership</p>	<p>14 years</p>
<p>Number of faculty involved</p>	<p>1</p>
<p>Number of staff involved</p>	<p>1</p>
<p>Number of students involved annually</p>	<p>20-25</p>
<p>Grant funding, if relevant</p>	<p>The Civil Legal Services and Family & Child Advocacy Clinics receive a grant from Equal Justice Wyoming. The grant amount for FY 2022 was \$26,400.</p>

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Impact on the campus	<p>College of Law student interns benefit from experience in the Civil Legal Services Clinic (CLSC) by learning to interview and counsel clients, investigate facts, strategize case options, negotiate with opponents, draft pleadings, and argue in court. Students maintain case files while also managing time-keeping and other organizational activities; these tasks provide interns with hands-on exposure to the community they will serve and the business realities of legal practice. Depending on the need, students also work on special projects including conducting research and providing support to advocates who are testifying on legislative matters. Student interns work closely with the Wyoming legal community, developing important relationships that will support students through their professional lives. The CLSC has a mission to prepare students for the practice of law. Each semester students in the clinic participate in an extensive weekend training led by their faculty director. The training introduces lawyer strategies including evidence and ethics training and client-centered interviewing and counseling. Training exercises focus on challenging bias, judgements, and assumptions in client interactions. In addition to formal training, the clinic provides practical mentorship. The faculty director selects a student director, who is mentored in advance on how to support their clinical student peers. Working with real clients who cannot afford an attorney gives students opportunities to apply the law to real-life situations and develop their skills. To assist their clients, students must research the law, often developing novel ways to advocate using the relevant authority found. Outside of the law school, UW students also benefit from the work of the CLSC. UW student government, Associated Students of the University of Wyoming (ASUW), and the CLSC began working together in 2018 to develop a name-change scholarship program for transgender and non-binary students on campus. The partnership developed directly because the Registrar's Office required legal names. Name changes in Wyoming can be expensive so the partnership is a response to both the social/psychological needs of transgender people and the economic realities of living as a student and as a transgender or non-binary person. CLSC provides representation to 4-5 ASUW referrals per semester through the program. The research on the psychological impact of being able to claim authenticity through self-naming is vast and supports the idea that the scholarship program serves not only a legal need, but an emotional and mental health need as well. In addition, at the conclusion of their name changes, ASUW referrals have legal documentation that allows birth certificates, drivers' licenses, and social security information to be changed, any continuing problems with dead names are reduced. ASUW provides all funding for name-change services for students enrolled at the university. Those funds come directly to the CLSC to cover filing and publication costs. The CLSC then provides all legal representation, guidance, and follow-up to ASUW referrals to ensure the smooth transition from former legal name to new, authentic legal name.</p>
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Impact on the community	The College of Law mission statement evidences a commitment to serving the community at large. We “provide legal education, research, and services that contribute in diverse, significant ways to the well-being of the university, state, and broader regional, national, and international communities with which we are interconnected.... Guiding our pursuit of this mission are unwavering commitments to collaboration, interdisciplinarity, inclusivity, justice, and the rule of law.” Much of the college’s service to the community is done through the student clinical programs, each led by a tenure-track law school professor. These clinics provide legal assistance in areas of defender aid, prosecution assistance, civil legal services, family and child legal advocacy, international human rights, and energy, environment, and natural resources law. The Civil Legal Services Clinics (CLSC) is the best exemplar of community work in the clinics and (together with other College of Law clinics) acts as one of the largest direct service free legal service providers in the state. Funding from Equal Justice Wyoming has allowed the CLSC to expand its geographic outreach to some of the most isolated and systemically underserved communities in Wyoming. The CLSC has provided legal services in nearly every county in Wyoming and works consistently to build trust and new relationships across the state. In 2021-22, the CLSC opened 24 cases in 9 Wyoming counties. Sample case types included mediating a client in a contentious divorce, assisting with grandparent visitation rights, handling a guardianship case, and even helping with a case involving cemetery law. From representing victims of domestic violence in child custody actions, to providing limited scope representation to self-represented litigants, UW law students in the CLSC provided vital legal services to low-income families across the state during challenging times.
Provide one example as to how reciprocity is enacted through the partnership	Because of the close relationship between Equal Justice Wyoming and the Civil Legal Services Clinic (CLSC), there is a regular flow of case referrals between services. In addition, Equal Justice Wyoming (EJW) has worked with the CLSC to find free or low-cost mediation services for the CLSC clients. The CLSC offers priority placement to EJW referrals when caseload allows. The CLSC and Legal Aid of Wyoming (LAW) have worked closely to determine when and whether cases are appropriate to refer to each agency. As a result, there are regular conversations between the programs regarding the CLSC’s capacity to take on cases that LAW cannot cover. Because of the close relationship between Wyoming Children’s Law Clinic and the CLSC there is a regular flow of case referrals between services. College of Law students receive important practical training (pre-Law magazine consistently labels the UW College of Law as a school “Best for Practical Training”) as a benefit of this relationship, and EJW has an ally in the CLSC in serving Wyoming citizens in need of legal representation.
Titles of Courses Linked to Partnership	LAW 6931 Clinic: Civil Legal Services

Partner #2

Project/Collaboration Title	Wyoming School-University Partnership
Community Partner Name	Converse County School District #1 & Other School Districts; Wyoming Department of Education; Wyoming Community Colleges; Wyoming Community College Commission; Wyoming Professional Teaching Standards Board; Wyoming Education Association
Community Partner Contact	Paige Hughes, Superintendent, Converse County School District 1; Partnership Governing Board Member & Past Chairperson
Campus Partner (person, program, department, center, etc.)	Colby Gull, Director, Wyoming School-University Partnership, College of Education; College of Arts and Sciences; UW Art Museum; Admissions; Innovation Wyrkshop; President's Office; Herbarium; Science Initiative; Libraries; School of Computing

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<p>Purpose of the Community-Campus Partnership</p>	<p>The Wyoming School-University Partnership (WSUP) is a statewide collaborative group of school districts, community colleges, the University of Wyoming, and state education organizations working together to simultaneously improve teacher education and renew public schooling. The foundational beliefs of WSUP are 1) all partners are responsible for improving the realities of Wyoming schools, universities, and communities; 2) all students, regardless of race, poverty, geography, or any other circumstances deserve equal access to high-quality learning and enriching life experiences; 3) deep, enduring teaching and learning occurs when students are both loved and challenged; and 4) educating and preparing students to fully engage as considerate and critical citizens who know their value and capacity will make a profound impact in this world. WSUP exists to ensure that students at all levels reach their full potential and that educators are prepared to provide high-quality education. This is accomplished through a continuous and collaborative engagement among Wyoming educational partners. Education in Wyoming and across the United States has had to change to meet new circumstances and challenges, not the least of which was the COVID-19 pandemic. This partnership serves as a vehicle to host collaborative conversations about how the partnership can best serve its constituents. WSUP has engaged members of the governing board in a rethinking and redesign of the partnership. After 36 years, the partnership has renewed its purposes, objectives, and beliefs to reflect the current make up of membership and to better meet the needs of the learners in Wyoming. This kind of reworking of the partnership involves all members of the Governing Board, including representatives from the College of Education, College of Arts and Sciences, Wyoming Education Association, Wyoming School Boards Association, Wyoming Department of Education, Wyoming Community College Commission, and local school districts. All the voices at the table matter in this conversation about the future work of the partnership.</p>
<p>Length of Partnership</p>	<p>37 years</p>
<p>Number of faculty involved</p>	<p>18</p>
<p>Number of staff involved</p>	<p>8</p>
<p>Number of students involved annually</p>	<p>5-10</p>
<p>Grant funding, if relevant</p>	<p>The Wyoming School-University Partnership received a \$63,000 grant from the John P. Ellbogen Foundation to analyze and strengthen access to secondary education for all students in Wyoming. This grant began in AY 2022 and is funded through 2024. The Partnership also received a \$5,000 grant from the College of Education dean to host a cultural exchange event with Medgar Evers College in Brooklyn, New York. This grant was awarded in AY 2022 and is funded through March 2023.</p>

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Impact on the campus	<p>The Wyoming School-University Partnership (WSUP) provides an inclusive setting for conversation and collaboration among educational institutions and organizations, as well as the individuals who belong to them. One of the key benefits for individuals representing institutional members, and for the institutional members, are the multiple opportunities provided by WSUP to gather on a regular basis to discuss issues related to education, and to seek solutions to educational problems for Wyoming. Quarterly WSUP Governing Board meetings represent the only time when all educational entities in Wyoming are present at one table, from K-20. K-12 and post-secondary educators are very siloed as are faculty across different colleges (e.g., College of Education and College of Arts and Sciences). WSUP provides an important point of contact for professors across UW and the secondary education community. This is essential for exchanging understanding, best practices, and information that is centrally important and for the training of pre-service students at UW. Thus, the partnership provides an opportunity for conversations among entities that then influence decisions at various levels for education in Wyoming. The Governing Board meetings provide opportunities for all member organizations to find out about ongoing projects and professional development that may be occurring within any part of the membership. For example, when the University of Wyoming debuted the Malcolm Wallop K-12 Curriculum Project Social Studies catalog, which was creating free multimedia teaching resources for Wyoming K-12 teachers, WSUP members received a briefing about this project, providing an opportunity for ongoing feedback. UW pre-service social studies students also had the opportunity to learn about the project and how they could use its resources once they began their student teaching practicum. WSUP Governing Board meetings also regularly include a grounding discussion, which is focused on a short common reading designed to provide entry into a particular educational issue or problem. Discussion of the reading allows the WSUP Governing Board members to examine those issues from a variety of perspectives, including the perspectives of participants from K-12, community college, university, and educational agencies or organizations. One example of the power of these collaborative discussions was the recognition of the need for more special education teachers in Wyoming and the difficulties school districts were experiencing in hiring special education teachers. After this discussion, UW's College of Education developed a new B.A. program in Elementary and Special Education to respond to this need. Similarly, the partnership provided annual opportunities for discipline-specific collaboration related to issues of transition from high school to post-secondary education; this work also emerged from a discussion at a WSUP Governing Board meeting. WSUP staff have engaged in collaborative research and other forms of scholarly work. For example, WSUP has engaged with high school, community college, and university instructors around content-specific collaborations to develop a set of materials for high school and college teachers to better understand each other's contexts and practices. An ongoing project examines promising Wyoming high-school programs that support students for success in transition to post-secondary college and career.</p>
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<p>Impact on the community</p>	<p>Part of the partnership's mission is working to collaborate and enhance leadership within various Wyoming communities. This is done at multiple levels ranging from state agencies to higher education institutions to schools in partnering school districts. Within this role, the connectivity of Wyoming educators is enhanced so that projects can be built together, and resources can be most efficiently utilized. These efforts, led by a diverse group of professionals, fuel opportunities for young students and continue to enhance the future for Wyoming. While the Wyoming School-University Partnership holds its own meetings and conferences with stakeholders, it also helps coordinate and sponsor other conferences for Wyoming educators by collaborating with education organizations across the state. These statewide conferences include the ESL and DLI conference, the Fall Literacy Conference, Inspire Teaching and Learning, Next Level Conference, Voices in the Field, Wallop Civic Engagement Teachers Workshop, and the CowboyEd Podcast. During the Level Up Leadership Conference, co-sponsored by the Wyoming School-University Partnership and the Wyoming Department of Education, district teachers of the year and their principals come to the University of Wyoming campus for a two-day long professional learning opportunity. Annually, conference participants include around twenty-five K-12 educators; four Wyoming Department of Education employees; 12 UW faculty, staff and graduate assistants, while additional UW faculty and staff assist in giving attendees tours of UW's campus. Teachers and leaders receive updates about the work of the university in general and make connections with University of Wyoming faculty and staff who engage in K-12 outreach activities that teachers and leaders can bring to their communities. In addition, teachers and leaders are taken to spaces on campus where they can bring their students to interact with innovative science, technology, engineering, art, and mathematics programs.</p>
<p>Provide one example as to how reciprocity is enacted through the partnership</p>	<p>As noted previously, the Wyoming School-University Partnership (WSUP) is made up of organizations engaged in education in the state of Wyoming. These organizations, and the individuals within them, collaborate to achieve educational goals that cannot be achieved alone. WSUP consists of member organizations, discussed above, and additional member organizations may be invited to join with agreement by the WSUP Governing Board. Reciprocity inside the organization is illustrated by its shared-governance structure and process. Each member organization has representation on the WSUP Governing Board, which makes policy decisions, oversees financial affairs, and provides guidance to an executive director. Each member organization is entitled to one vote. The Governing Board may choose to establish short-term or long-term task forces or committees to work on specific issues as they arise. The Governing Board chooses a chair-elect two years prior to the candidate taking office. After taking office the chairperson collaborates with the executive director to organize board and executive committee meetings, set the agenda for the meetings and manage the affairs of the partnership. The chairperson serves a two-year term, beginning after the summer meeting. The Executive Committee is composed of the chairperson, chair-elect, immediate past chair, a College of Education representative, a College of Arts and Sciences representative, and the partnership's representatives to the National Network for Educational Renewal's Governing Councils and Tripartite Council. Historically, the chairperson has been selected from among the school districts represented in the partnership. Members of the partnership participate in the formulation of partnership policies and practices and agree to abide by those policies and practices. In addition, each member organization has the opportunity to be involved in all partnership activities, and has access to all publications, reports, and other materials developed. In order to qualify for membership, each member organization agrees to support the partnership by: 1) committing to active involvement in the partnership, including payment of annual dues; 2) ensuring representation to attend scheduled meetings; 3) releasing staff to attend appropriate partnership meetings and to give leadership to designated programs of the partnership; 4) communicating information about the partnership to members of their own organizations; and 5) engaging in process of critical inquiry directed at crucial problems.</p>
<p>Titles of Courses Linked to Partnership</p>	<p>N/A</p>

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Partner #3

Project/Collaboration Title	Project ECHO Network: Extension for Community Healthcare Outcomes
Community Partner Name	ECHO Networks for Education and Families; Wyoming Departments of Health, Education, Family Services, and Workforce Services; School Districts; Medical Centers and Hospitals; Wyoming Early Care and Long Term Care Facilities; Wyoming Medicaid
Community Partner Contact	Peg Monteith, Consultant for Project ECHO Networks for Education and Families
Campus Partner (person, program, department, center, etc.)	Sandy Root-Elledge, Executive Director, Wyoming Institute for Disabilities, College of Health Sciences; Various other schools in College of Health Sciences; College of Education; Wyoming Center on Aging

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<p>Purpose of the Community-Campus Partnership</p>	<p>In 2014, the Wyoming Institute for Disabilities (WIND), which resides in the College of Health Sciences, established Project ECHO, or UW ECHO, a training and capacity-building program to support inter-professional connection and best practice implementation to build capacity in Wyoming communities. While addressing evolving healthcare issues, UW ECHO approaches community needs from a unique systems level, recognized globally as a best practice, e.g.: WIND addresses community needs from multiple perspectives, including those of families and practitioners in health, education, and service delivery; the Wyoming Center on Aging (WyCOA) in the Department of Psychology addresses practices to improve outcomes in geriatrics. The Extension for Community Healthcare Outcomes (ECHO) model™ was developed to improve access to complex chronic disease and specialty care in rural and frontier areas of New Mexico. ECHO® is a disruptive innovation that opens access to a wealth of knowledge and skills. The model provides a platform for establishing a community of learners who understand local needs, articulate specific needs for complex issues, and who provide training on practices and facilitate brainstorming around real-time problems. The heart of the ECHO model is its hub-and-spoke, knowledge-sharing networks, led by teams using videoconferencing to conduct learning sessions about evidence-based practices. With this method, community spoke sites have access to expert advice in their homes, schools, and offices. By removing these barriers to specialized knowledge, outcomes for students, patients, and families are improved. Sessions in each ECHO network include professional development presentations, support for addressing concerns, and collective resource sharing. This guided practice approach increases local and state workforce best practices knowledge and skills for those who understand community context and application. In Wyoming, where specialized knowledge is rare, UW ECHO networks utilize social learning models to expand knowledge and skills of individuals, building community capacity in health, education, and for families. UW ECHO networks amplify the voice and expertise of those living in rural communities. Several networks, including autism and early childhood, are only possible because of community expertise. UW ECHO engages with diverse communities, interdisciplinary teams, and other stakeholders to address pressing problems of our state. Networks reach the entire state, including extremely remote areas, tribal communities, and underserved populations. Community relationships form that further facilitate advocacy to improve systems. Faculty and staff work with community, state, and national experts to develop and deliver training content. Participation in ECHO networks provide continuing education and UW graduate credit for professionals. UW students engage both as learners and experts while receiving course credit. Ongoing research and robust evaluation of all UW ECHO networks measure participants' knowledge and skill gains, satisfaction, and intended application of new knowledge. Community of practice and implementation science research continue to contribute to understanding the impact of UW ECHO and informing implementation in Wyoming and beyond. Network stakeholders review evaluation data each semester for ongoing improvements. Annual curriculum development allows for timely incorporation of new evidence, while the flexibility of the model allows WIND and WyCOA to be responsive to emerging needs, such as the COVID pandemic.</p>
<p>Length of Partnership</p>	<p>9 years</p>
<p>Number of faculty involved</p>	<p>WIND 5-6; Other departments/colleges 4-12</p>
<p>Number of staff involved</p>	<p>WIND 4-8; Other departments/colleges 2-12</p>
<p>Number of students involved annually</p>	<p>50-75</p>

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<p>Grant funding, if relevant</p>	<p>UW ECHO Funding, 2021-22: \$944,479-Federal; \$110,667-State - UW Bright Futures ECHO. Wyoming Department of Health, \$25,000; Act Early ECHO. Association of University Centers on Disability, \$47,000; Project SCOPE, Supporting Children of the Opioid Epidemic: HHS, \$678,000; UW ECHO for Families. HHS, \$32,001; UW ECHO Infrastructure, HHS, \$100,000. 2018-2022. UW ECHO Early Childhood. HHS, \$87,478; Wyoming Department of Education, \$64,406; Wyoming Department of Health, \$21,260. UW ECHO Infrastructure, HHS, \$100,000. Given their partnership with UW ECHO, these community organizations secured funding for ECHO networks: URLEND five state collaborative leadership project; Wyoming Act Early COVID; Wyoming Early Childhood Professional Learning Collaborative; Wyoming Equality; Wyoming Unaccompanied Student Initiative</p>
<p>Impact on the campus</p>	<p>UW ECHO serves as a bridge connecting faculty and students to Wyoming communities for education, research, and service. Each year through ECHO networks, the UW campus engages in multi-disciplinary discussions addressing state and national emerging needs, such as the COVID-19 pandemic and new education standards. Community, state, and national experts work with WIND to develop and deliver training content. Professionals receive continuing education and UW graduate credits for network engagement. UW students participate as learners and experts while receiving course credit. With their teacher mentor, students in the College of Education, Special Education program prepare and present concerns or success stories for ECHO sessions based upon actual situations they have observed in their internship placements. In conjunction with their mentor teacher, students then implement recommended strategies and present the approaches to peers in their university courses. Recommendations of one student and faculty team can affect change in one preschool, elementary, or secondary school classroom while didactic training and case-based learning is accelerating the knowledge of the university students, university faculty, and professionals working in schools. Students in a Communication Disorders class, required to attend ECHO sessions, reflect on the content with faculty members and classmates. Students can learn from community expertise in their field while contributing current research-based information to network participants. They engage in interdisciplinary clinical practice as pre-service students. Staff from the Early Childhood Education Center attend UW ECHO sessions, present successes or challenges, then implement recommended strategies alongside UW students. This ECHO community facilitates best practices integration to benefit a child or classroom, leading to increased competencies of UW staff, students, and professionals throughout the state. UW ECHO collaborated with faculty in the Fay W. Whitney School of Nursing, and with a generous grant from the McMurry Foundation in Wyoming, developed ECHO in Integrative Care: Primary Care and Mental Health. The goal of this network is to increase the implementation of the care from a team of primary care and behavioral health clinicians, working with patients and families, using a systematic and cost-effective approach to provide patient-centered care for a defined population. This may address mental-health and substance-abuse conditions, health behaviors (including their contribution to chronic illnesses), life stressors, crises, stress-related physical symptoms, and ineffective patterns of health-care utilization. Network participants include physicians, nurse practitioners, social workers, counselors and others involved in primary care and mental health services. This innovative network allows communities throughout the state, UW faculty, and Doctor of Nursing Practice students to gain crucial knowledge and skills to address some of the most pressing health care issues in Wyoming and across the nation. Disability Studies students participating in UW ECHO networks in Autism and Assistive Technology address learning objectives related to engaging in interdisciplinary, professional learning communities; identifying and carrying out research projects based upon current professional practice; and experiencing evidence-based professional development as pre-professional students. As many students graduate and work in Wyoming, they engage in networks that continue to share and access as working professionals.</p>

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Impact on the community	<p>Wyoming communities realize diverse impacts from UW ECHO networks. Professional learning communities develop in an atmosphere that builds community capacity and inspires participants to improve their own environments. UW ECHO creates immediate impacts on individuals whose educators or providers gain new skills, while also facilitating improved outcomes for additional downstream people. Faculty identify new areas of practice or share their expertise with new communities. Professionals receive continuing education and/or UW graduate credit. UW students engage as learners and experts while receiving course credit, and in many cases, students lead entire sessions. Since it was established in 2014, UW ECHO has trained 24,439 Wyoming individuals on areas of community-identified needs. Networks have been developed for Early Identification of Disabilities, Assistive Technology, Autism for Educators, Autism for Rural Healthcare Providers, Behavior Supports, Behavioral Health, Career Development, Early Childhood, Educational Leadership (superintendents, curriculum directors), Employers, Families, Health Promotion for Children 0-21, High Risk Pregnancy, Integrative Care, Medicaid Services, Neonatal Abstinence Syndrome, School Leadership (principals), Student Health, and Transitions from Secondary Education. UW ECHO builds capacity in schools, care clinics, critical access hospitals, child development centers, and more. On average, 97% of over 12,000 participants in the last five years demonstrate increases in knowledge, 98% report satisfaction; and 91% report intentions to use new knowledge gains immediately or within weeks. The initial UW ECHO network was developed to address the need that Wyoming educators identified for improving their knowledge and skills related to assistive technology. Consider the case of a child with a disability who can benefit from assistive technology. The student's early care providers, teachers, therapists, and school personnel benefit from continued support as personnel change, new technologies emerge, and student needs evolve. UW ECHO provides ongoing training in best practices and mentoring for new strategy implementation in a collaborative community. Given UW's successful adaptation of the model for use in education, the Wyoming Institute for Disabilities (WIND) was an initial ECHO Superhub, given the authority and responsibility for providing training to replicate the ECHO model. To date WIND has trained 49 organizations in the United States, India, Mexico, and North Macedonia; these organizations have subsequently created 73 ECHO projects. UW ECHO for Families was also the first adaptation of the ECHO model designed for family members, rather than professionals. This network helps families understand service options and provides natural support from peer families that have a child with a disability. Project SCOPE supports children and families impacted by the opioid epidemic. Initially, this was a pilot study in collaboration with Cincinnati Children's Hospital and The Ohio State University for providing emerging best practices information to multidisciplinary teams both states who were providing care and support of children and families impacted by neonatal abstinence syndrome. Given the successful pilot, WIND was awarded National Training Initiative funding and subsequently trained sixteen additional states to implement the ECHO model for addressing this syndrome in their communities. Project SCOPE trained 10,469 professionals and our estimates suggest that 199,020 children will be positively impacted by these trainings.</p>
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<p>Provide one example as to how reciprocity is enacted through the partnership</p>	<p>Autism is a complex condition, affecting 1 in 44 children in the US. There is consensus that early identification and intervention is most effective at improving outcomes. Unfortunately, there are numerous barriers to screening, diagnosis, education identification, and treatment. Additionally, those with autism are served by a wide range of systems, which makes navigating diagnosis and interventions extremely challenging. Individuals with autism in rural/frontier communities face challenges accessing services from the few professionals with autism experience who are often hundreds of miles away. Educators receive little training on how to support students with autism. Rural healthcare providers have limited training on diagnosing autism. Therefore, professional development in education and healthcare as well as support for families is crucial and was identified by professionals and families as a top need in Wyoming. UW ECHO networks for autism evolved based on the four phases of development and implementation: initiative and design, experiment and execution, expansion and monitoring, and consolidation and transformation phases. With community expertise, including families, the Wyoming Institute for Disabilities launched UW ECHO for Education in Autism for Wyoming's 48 school districts during the 2016-17 school year. Participants then, and each year since, include teachers, paraprofessionals, allied health professionals, administrators, principals, and family members focused on providing educators with appropriate and effective behavior intervention skills for use in their classrooms. In 2017, UW ECHO in Autism for Families evolved to address feedback from families requesting their own ECHO community. This network supports family members by educating them on the basics of strategies they can use at home to manage behaviors and for navigating complex systems of care. Families also receive emotional support through guided peer parent mentorship. Rural healthcare providers identified their lack of knowledge for diagnosing and recommending interventions for children with autism as a top training need. In response, UW ECHO in Autism for Rural Healthcare Providers was launched in 2019. Established and delivered by graduate students from the URLEND (Utah Regional Leaders Education in Neurodevelopmental Disabilities) program, and with the guidance of URLEND faculty and practicing professionals, the network reaches rural providers in Idaho, Montana, North Dakota, Utah, and Wyoming. A 2022 article about the efficacy of this network and inclusion of students with community members as a process for creating an intentional community engaged network was published in the Journal of Educational and Psychological Consultation. The ECHO Collaborative for Autism is a collaboration between UW ECHO and the University of Missouri ECHO program, led by a developmental pediatrician with extensive experience in the diagnosis, evaluation, and treatment of children with autism. This network is a national and international resource for states or organizations interested in developing ECHO networks for autism. In AY 2022, an additional expansion of UW ECHO in Autism for Families began serving Wyoming's Spanish-speaking families. Families join this network on a separate Zoom audio channel providing real-time Spanish interpretation. In collaboration with Natrona County Parents as Teachers, families in the Casper area can join in person with parent peer mentors who speak Spanish.</p>
<p>Titles of Courses Linked to Partnership</p>	<p>EDEX 2484: Special Education Introduction to Special Education; EDEX 5110: Special Education Positive Behavior Support and Management; EDEX 5250: Special Education Assistive Technology and Transition; NURS 5865: Doctor of Nursing Practice, Seminar; NURS 5866: Doctor of Nursing Practice, Seminar; SPPA 5380: Communication Disorders Professional Practice; WIND 5050: Disability Studies Independent Study; WIND 5100: Disability Studies ECHO</p>

Partner #4

<p>Project/Collaboration Title</p>	<p>Wyoming IDeA Networks for Biomedical Research Excellence Program / Wyoming INBRE Program</p>
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Submitted by University of Wyoming on 3/11/2022. Last modified on 6/4/2023.

Community Partner Name	Wyoming Community Colleges: Casper College; Central Wyoming College; Eastern Wyoming College; Northwest College; Sheridan College; Gillette College; Laramie County Community College; Western Wyoming College
Community Partner Contact	Ami Wangeline, Project Leader, Wyoming INBRE, Laramie County Community College
Campus Partner (person, program, department, center, etc.)	Scott Seville, Professor & Department Head, Department of Zoology and Physiology, Wyoming INBRE Director
Purpose of the Community-Campus Partnership	<p>The Wyoming IDeA Networks for Biomedical Research Excellence Program, or Wyoming INBRE Program, is funded by the National Institutes for Health (NIH), National Institute for General Medical Sciences, and Institutional Development Award (IDeA) Program. Wyoming INBRE is funded on a 5-year NIH grant and is in the 3rd year of its 4th 5-year award. The primary goal of Wyoming INBRE is to help Wyoming build its biomedical research and education infrastructure and in partnership with Wyoming community colleges to reach broadly out to the educational community. Wyoming INBRE funding is intended to enhance biomedical research capacity, expand and strengthen the research capabilities and stimulate collaboration of biomedical faculty across the state, and provide access to educational and biomedical resources for promising graduate and undergraduate students throughout Wyoming. Network opportunities are being further expanded via the recently formed Regional Alliance of INBRE Networks (RAIN) with partner states Alaska, Hawaii, Idaho, Montana, Nevada, and New Mexico. Over ~20 years the INBRE statewide network has grown and now consists of the lead institution University of Wyoming (UW) and all eight Wyoming community colleges. Building the network and associated programs for students and faculty is a result of discussions and decisions made by the INBRE administration core, community college project leaders, INBRE Statewide Steering (UW and community college faculty and administrators), and External Advisory Committees (distinguished NIH funded scientists from outside Wyoming, two of which are community college graduates), and the INBRE associated faculty and students at all institutions. The results of community wide discussions include grant programs to fund enhanced research infrastructure (laboratories remodels, equipment purchases for research and teaching), assist with curriculum development (new courses, teaching modules, genome techniques, and data science for existing courses), increased student research experiences (internships at community colleges and UW, summer internships in Wyoming and across RAIN states), research grants to stimulate and support collaboration between community college and UW faculty, graduate student support that includes community college outreach commitment, annual meetings (2/year) to network and stimulate collaboration, and grants to support advanced education and training for students and faculty across the network. Important to achieving the goals of Wyoming INBRE is the focus on increasing collaboration between community college and UW investigators to enhance statewide access to expertise, resources, equipment, and student opportunities across the network. This is particularly critical in Wyoming since UW is the only research-intensive institution and community colleges have limited facilities, infrastructure, financial, and human resources to support research, and most of the resources they do have are the result of INBRE. Thus, the success of the network is dependent on INBRE and UW resources.</p>
Length of Partnership	26 years
Number of faculty involved	40 (20 UW and 20 Community College)
Number of staff involved	9
Number of students involved annually	24 graduate students, 110 undergraduates (20 UW and 90 community colleges)

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<p>Grant funding, if relevant</p>	<p>The total National Institutes for Health award is \$2.5 million/year. Of this, \$50,000 is allocated to each community college in support of sustaining/enhancing Wyoming INBRE activities on each campus. Additional support can be received through STEM Seed Grants (up to \$25,000), UW-Community College Collaborative Grants (up to \$50,000/2 years), and Equipment Supplement Grants (up to \$60,000). INBRE also funds major one-time opportunities (often with institutional matches) - laboratory remodels and major equipment (scanning electron microscope, etc.).</p>
<p>Impact on the campus</p>	<p>Multiple programs from Wyoming IDeA Networks for Biomedical Research Excellence, Wyoming INBRE, are available across Wyoming at UW and all Wyoming community college campuses for faculty and students. Educational programs include: -Wyoming INBRE internships are offered across the state providing support for students to work with mentor faculty on biomedical related research at their local community college or UW. INBRE summer internships support students working as full-time research interns on the UW campus for eight weeks and include an end-of-internship symposium where students present results of the work. -Community college-UW Transition Fellowships support students that graduate from a community college and transition to pursue their BS at UW. -The Wyoming INBRE videoconference seminar series provides access to research seminars by INBRE funded faculty zoomed to faculty and students across the state. -The Wyoming INBRE transition course program supports development and virtual/online delivery of key upper-division life-science courses as identified by the Statewide Steering Committee not available on community college campuses. -The Wyoming INBRE Data Science Core's Outreach and Education Coordinator assists community college and UW faculty with data science curriculum development, creating data science modules to insert into existing courses, data science course design, and train the trainer summer workshops. The Core also provides data-science consulting and support for sample preparation, sequencing, and analysis for all INBRE constituents at no charge. -There are grant programs for community college and UW faculty including STEM seed grants (research, education, or professional development), equipment purchases, and pilot research projects including collaborative projects involving community college and UW faculty. All research awards to UW faculty require that 10% of the award be used to support a community college-UW engagement activity. -Wyoming INBRE also supports graduate students at UW with 12-month assistantships that require outreach to engage with community colleges through invited seminars, workshops, or other activities. -Wyoming INBRE also supports engagement activities on campus with student internship support. This includes working with the UW Impact 307 Incubator to create internships in biotech startup companies located at Impact 307 incubators in Cheyenne, Casper, Sheridan, and Laramie, and working with the Wyoming Public Health Laboratory in Cheyenne to create internships for students interested in public health careers.</p>

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Impact on the community	<p>In building Wyoming biomedical research and education infrastructure, Wyoming IDeA Networks for Biomedical Research Excellence (Wyoming INBRE) is having significant impacts on Wyoming communities. In promoting the development, coordination, and sharing of research resources and expertise Wyoming INBRE is expanding opportunities for students by facilitating and supporting access to rich educational and research experiences on community college campuses, including the modernization of community college science programs. Without Wyoming INBRE, Wyoming community colleges would be teaching courses without modern equipment and infrastructure. This makes it possible for students in small, rural communities to access quality, up-to-date education and experiences necessary to achieving advanced degrees and training, and advancement in the biomedical fields. Students across Wyoming have the opportunity to follow the Wyoming INBRE pipeline from their local community college to UW for their bachelor's degree and on to graduate or professional schools. Students across Wyoming that started in Wyoming INBRE programs on their local community college campus are now working as health professionals, research scientists, and biotech entrepreneurs inside and outside the state. Community college faculty recruitment has been enhanced by the presence of Wyoming INBRE infrastructure and equipment for teaching and the opportunities for faculty to engage in the program and have support for research endeavors. Recruiting high-quality faculty also brings new perspectives and expertise to small communities and campuses. Recently Wyoming INBRE started working with UW's Impact 307 Small Business Incubator Program in Cheyenne, Sheridan, and Casper supporting student internships at biotech start-up companies across the state so students see the industry component of biomedicine as a possible career option. Wyoming INBRE has funded collaborative research led by community college and UW faculty that directly impacts communities. On the Wind River Indian Reservation, Wyoming INBRE supported the development of a Health Impacts of Home Gardening project that involved faculty at UW and Central Wyoming College. Using data generated during the INBRE Pilot Project, investigators subsequently were awarded a NIH R01 grant to expand and include more families. This work led to another program evaluating the health impacts of activities associated with collecting, preparing, and subsisting on a traditional Native American diet.</p>
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<p>Provide one example as to how reciprocity is enacted through the partnership</p>	<p>The Wyoming IDeA Networks for Biomedical Research Excellence Program, or Wyoming INBRE Program, involves collaborative exchange between UW INBRE leadership and staff, community college faculty and administrators, and UW faculty and administrators to guide program development, implementation, and management. The deliberations also consider assessment feedback from students and faculty generated via assessment tools following events, workshops, and other activities conducted by the Wyoming INBRE assessment coordinator. The Wyoming INBRE Statewide Steering Committee is composed of INBRE and UW Research and Economic Development Division administrators and community college faculty and administrators. Overall oversight is provided by the INBRE Statewide Steering Committee. The INBRE External Advisory Committee is composed of external National Institutes of Health (NIH) funded scientists. The program also undergoes an NIH-required external evaluation and site visit in alternate years by INBRE administrators that involves focus group interviews with all classes of constituents including community college faculty, community college students, UW faculty, UW students, Statewide Steering Committee, External Advisory Committee, and VP for Research and Economic Development. The external evaluation report is used to guide network activities and initiatives to help the program address program objectives. All Wyoming community colleges and UW are engaged in the Wyoming INBRE Network, and are represented on the Steering Committee, and all biomedically oriented students and faculty can apply for and participate in all INBRE programs. All community colleges now have dedicated research laboratories and provide research experience for students on their campuses. Much of the equipment is available for teaching laboratories, which allows community college faculty to teach students biological concepts using up-to-date technology. This is especially important and impactful as budget cuts over the last several years at community colleges would have resulted in community college labs using technology from the early 2000s. The INBRE Network has instead allowed courses at these locations access to state-of-the-art facilities and technology. Community college research activity is connected to UW and research expertise and infrastructure is shared across the network to the benefit of faculty and students. The Annual INBRE Fall Retreat and INBRE Spring Research Conference provide opportunities for networking and sharing of results and for students to explore next steps in their education/training pathway.</p>
<p>Titles of Courses Linked to Partnership</p>	<p>LIFE 3600: Cell Biology; LIFE 3500: Evolutionary Biology; LIFE 3020: Genetics; MOLB 3000: Introduction to Molecular Biology; ZOO 4110: HIV-AIDS: The Disease and the Dilemma; LIFE 1010 General Biology</p>

Partner #5

<p>Project/Collaboration Title</p>	<p>Cent\$ible Nutrition Program</p>
<p>Community Partner Name</p>	<p>Food Bank of Wyoming; 300 other statewide community partners</p>
<p>Community Partner Contact</p>	<p>Rachel Bailey, Executive Director, Food Bank of Wyoming</p>
<p>Campus Partner (person, program, department, center, etc.)</p>	<p>Mindy Meuli, Cent\$ible Nutrition Program Director, UW Extension</p>

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Submitted by University of Wyoming on 3/11/2022. Last modified on 6/4/2023.

Purpose of the Community-Campus Partnership	<p>The Cent\$ible Nutrition Program (CNP) is a cooking and nutrition program that serves families and individuals who have limited resources in Wyoming. CNP educators live in communities across the state and teach free classes about healthy lifestyles (and cooking). CNP is a nutrition-education and outreach program funded by two USDA grants designed to serve audiences at or below 185% of the federal poverty line. CNP is a part of the University of Wyoming Extension (UWE) and covers all 23 counties in the state as well as the Wind River Indian Reservation. A team of 20 county-based educators and 5 support staff at UW implement CNP. CNP works with extensive community partners on projects at gardens, food pantries, and schools. Partners include: adult education & TANF (Temporary Assistance for Needy Families) programs (6); after-school programs (5); congregate meals for youth (2); community and recreation centers (9); community organizations (39); congregate meal sites for seniors/senior centers (10); early-care and education facilities (31); emergency shelters and temporary housing (5); faith-based organizations-churches (10); family resource centers (20); farmers markets (2); food-assistance sites, food banks/food pantries (28); food-distribution program on Indian reservations (2); community gardens (1); group living arrangements (9); health-care clinics/hospitals (13); tribal partnerships (3); public-housing sites (6); libraries (1); mobile-education sites; military bases (2); parks and recreation departments (1); residential treatment centers (14); restaurants (3); colleges/universities (4); K-12 schools (33); SNAP offices (8); USDA summer meal sites (1); Wyoming, Infants and Children (WIC) clinics (10); youth organizations – Boys and Girls Clubs, YMCA, Big Brothers Big Sisters (6). CNP aims to provide opportunities for positive change in nutrition and physical activity for audiences with limited resources through education, multi-level interventions, and community engagement. To accomplish this, CNP partners with assistance programs including SNAP and WIC as well as food pantries, schools, childcare centers, senior centers, and other agencies to provide nutrition and cooking classes and to collaborate on community intervention projects that put healthier choices within reach. Nutrition education classes are based on the Dietary Guidelines for Americans and utilize the dialogue approach to learning to help participants build on their past experiences, expand their understanding of how to create a healthy lifestyle, and to help participants gain new skills to live healthier, more active lives. In addition to collaborating to recruit participants for classes, county based CNP educators' partner with local agencies to understand community needs and address them with local solutions. Projects addressing these needs include working with local food pantries, schools, childcare centers, and physical activity supports. As a part of UWE, CNP helps to elevate the research, skills, and expertise of extension educators to help meet some of the most pressing issues in our communities. In the past three years (AY 2020 – AY 2022), a major focus of CNP and UWE collaboration has been gardening and local food production that results in fresh fruit and vegetables going to anti-hunger organizations. These efforts include educating the general community about the realities of food insecurity in Wyoming, starting gardens, and developing a food-donation mindset with Wyomingites growing gardens.</p>
Length of Partnership	15 years
Number of faculty involved	2
Number of staff involved	22
Number of students involved annually	1
Grant funding, if relevant	<p>For the federal FY 2022, the Cent\$ible Nutrition Program received \$1,921,304 through the USDA Supplemental Nutrition Assistance Program Education (SNAP-Ed) and the Expanded Food and Nutrition Education Program (EFENEP) grants.</p>

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Impact on the campus	<p>CNP's reciprocal relationship with partners ensures that UW Extension (UWE) programs are community-based, locally relevant, and impactful to the unique challenges of Wyoming communities. Additional campus partners include the Department of Family and Consumer Sciences; Wyoming Center on Aging in the Department of Psychology; the Master Gardeners Program; Division of Kinesiology and Health; as well as UW Extension educators across the state. CNP, along with UWE more generally, uses a team-based approach to educational program leadership. The model revolves around focus areas, which assess the needs of Wyoming citizens and communities and then select and develop educational programs around those needs. Through CNP and its partnerships, UW ensures that educational programs are relevant to the lives of Wyoming citizens and further its land-grant mission. CNP serves as a vehicle through which the campus can expand its capacity and statewide reach. CNP collaborates with two nutrition professors from the UW Department of Family and Consumer Sciences on a research project focused on healthier eating for food pantry patrons and families utilizing childcare centers. This work includes the development of surveys and focus groups to inform CNP messaging and social media marketing on these topics. Graduate students under these professors use this partnership as part of their thesis work. Additionally, CNP hires one or two student employees and acts as a proctor site for dietetic interns to offer community nutrition experiences. The partnership supports educational needs assessment, program impact evaluation, professional development of UW personnel, funding support, professional networking, and programmatic guidance. CNP is a leader in UW Extension for community partners and collaborations, offering best practices for program impact evaluation, community networking, and program development.</p>
Impact on the community	<p>The Cent\$ible Nutrition Program (CNP) provides cooking and nutrition education that serves families and individuals with limited resources in Wyoming, and support with community partners on projects for gardens, food pantries, and schools. CNP measures impact in several ways to capture both individual-level changes as well as community changes resulting from programming. Through nutrition classes, CNP consistently reaches over 900 adults and 2,000 youth annually. While the COVID-19 pandemic saw a decrease in participants, the program remained a vital resource during this time for both individuals and partners. Program participants show behavior change related to nutrition and dietary practices, food resource management, food safety, physical activity, and food security. In federal FY 2022, CNP focused community intervention work on food pantries, K-12 youth settings, childcare centers, local food, and referrals through the Department of Family Services (DFS) of SNAP benefit recipients. Projects and impacts undertaken in 2022 included the food pantry efforts detailed above, which occurred at 13 partner sites, reaching 4,888 people; K-12 efforts at 22 partner sites reaching 3,136 youth; childcare center efforts that awarded 17 mini-grants across 22 partner sites and serving 1,430 children; local food efforts through 58 partnerships serving 16,870 people and serving 1281 DFS referrals.</p>

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<p>Provide one example as to how reciprocity is enacted through the partnership</p>	<p>The Cent\$ible Nutrition Program (CNP) collaborates with over 300 partners annually statewide and the Wind River Indian Reservation on community nutrition programs for income-limited audiences which are relevant, responsive, and impactful to community needs. A key partner in this work is the Food Bank of Wyoming (FBW), the only food bank in the state. The FBW is a key supplier for food pantries and other anti-hunger organizations in the state, many of which CNP works with to recruit class participants, provide educational materials, and increase access to healthy food choices. FBW is the distributor for two USDA food programs: the Commodity Supplemental Food Program (CSFP), which serves individuals over 60, and The Emergency Food Assistance Program (TEFAP), which serves income-qualifying households. CSFP is distributed in three counties while TEFAP is distributed in almost every county through food pantries and other anti-hunger organizations. CNP collaborates with FBW to provide educational materials for both programs including recipes to utilize the foods distributed and basic nutrition information to help clients make healthier choices. County-based CNP educators work with the TEFAP distribution sites in their counties to provide additional recipes, cooking demonstrations, and educational support, as needed. The success of this effort has led to the start of a new collaborative effort focused on the backpack program run by FBW, Totes of Hope. Totes of Hope is an FBW grant-funded program that provides food bags to youth over the weekend and over school holidays. This new collaboration intends to ensure the food provided to children over the weekends is more nutritious. In addition to the food distribution programs, CNP and FBW partner on a significant local food project, an annual potato harvest. CNP collaborates with UW Extension and a UW Research and Education Center to harvest potatoes from an outreach farm, which are then distributed by FBW across the state. Local students are involved in the planting, cultivation, and harvesting of potatoes. In 2022, the harvest yielded nearly 11,000 pounds of potatoes. The potatoes help supplement other foods going into food pantries and provide a familiar, fresh vegetable option for families. This effort is in addition to the over 50 local food-to-food pantry projects the CNP facilitates in counties. Through this partnership, CNP provides education and increases access to food. In addition, the local party participants are eligible for CNP classes, and it is an opportunity to recruit participants and support the work of the WFB.</p>
<p>Titles of Courses Linked to Partnership</p>	<p>N/A</p>

Partner #6

<p>Project/Collaboration Title</p>	<p>Wyoming Latina Youth Partnership</p>
<p>Community Partner Name</p>	<p>Hispanic Organization for Progress and Education; Wyoming K-12 Schools and Partnership Coordinators; Laramie County Community College; Wyoming Afterschool Alliance; First in Family; KOCA Bilingual Radio Station</p>
<p>Community Partner Contact</p>	<p>Ann Redman, Co-founder, Hispanic Organization for Progress and Education (HOPE)</p>
<p>Campus Partner (person, program, department, center, etc.)</p>	<p>Cecelia Aragon, Director, Wyoming Latina Youth Center; College of Arts and Sciences; Upward Bound; McNair Program; Service, Leadership & Community Engagement (SLCE) Office; Multicultural Council; Movimiento Estudiantil Chicanx de Aztlan; NASA SpaceGrant</p>

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<p>Purpose of the Community-Campus Partnership</p>	<p>This educational pipeline partnership began when the annual Wyoming Latina Youth Conference moved to the University of Wyoming (UW) from the Wyoming Governor's Office/Department of Health in 2016. The annual conference is held every October and includes educational workshops, informational presentations, and cultural performances for Latina youth from across the state. The conference is open to all 5th-12th grade students of Latinx, Hispanic, Indigenous, Afro-Latinx, and mixed-blooded female identifying youth throughout the state of Wyoming. Its mission is to educate, empower, and connect Latinx leaders, and through partnerships seeks to raise awareness on key issues impacting the Latinx community and forge pathways to educational attainment and professional development. The conference exposes Latina high school students to college life while gaining the know-how, skills, resources, and confidence to pursue a college degree. School counselors, social workers, and teachers frequently partner with families and community organizations to promote Latinx youth development and achievement. However, challenges to implementing school-family-community partnerships often preclude developing and sustaining such relationships. The Wyoming Latina Youth Center (WYLC) was founded in 2020 at UW and currently houses the conference. The center includes programs such as the annual conference, college leadership program, outdoor education program, and language network service center. The center and its partners, such as Hispanic Organization for Progress and Education (HOPE) and its school partners in 23 counties, aim to enrich and empower young Latinas through leadership, mentorship, education, and awareness. To implement the center's mission to educate, empower, and connect Latinx leaders, it collaborates with HOPE, statewide agencies, and school districts. This partnership seeks to raise awareness on key issues impacting the Latinx community and forge pathways to educational attainment and professional development. This partnership is designed to expose Latina high school students to college life while gaining the know-how, skills, resources, and confidence to pursue a college degree. WYLC's central partner is HOPE, which is a community-based and statewide scholarship program. HOPE and WLYC work together to create value in education. Through WYLC'S collaboration with HOPE, the two organizations build a concept of shared networking and accomplish more than they would individually. HOPE supports WLYC in building strong relationships and abundance with low-income socioeconomically disadvantaged Latinx families, particularly through the annual Wyoming Latina Youth Conference. HOPE and WLYC learn from each other, inspire each other, providing a place of belonging, emotional support, not just material support, seeing the world through someone else's lens. The conference and WYLC have been working in partnership with Latinx youth and families to end the cycle of poverty, inequality to access of health services, and lack of educational and professional opportunities. It introduces innovative solutions to the most critical problems facing young Latinas today. WLYC's approach celebrates diverse Latinx heritages and enables young people to forge identities with deep roots in Latin culture. The model supports positive creative youth development from ages 11 to 25+, empowering a community that values young people and enables them to be leaders in their neighborhoods, communities, and academic settings.</p>
<p>Length of Partnership</p>	<p>7 years</p>
<p>Number of faculty involved</p>	<p>3</p>
<p>Number of staff involved</p>	<p>3</p>
<p>Number of students involved annually</p>	<p>29</p>
<p>Grant funding, if relevant</p>	<p>Wyoming Latina Youth Center received \$50,000 in funding total from Wells Fargo, Jackson Hole Community Foundation, Grant Makers for Girls of Color, Rockefeller Foundation during 2021-22 for the conference and related programs.</p>

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<p>Impact on the campus</p>	<p>Since the founding of the Wyoming Latina Youth Conference in 2000, it has provided strong mentorship and funding for students. The Wyoming Latina Youth Center (WYLC) at UW welcomes 15-20 incoming students annually through the educational pipeline program, providing a leadership program for incoming UW students who previously have been involved in the conference. First-year students begin as college mentors and leaders within their 4-year experience at UW, and graduating seniors receive a leadership certificate. The center also offers opportunities for scholarships, travel to conferences and events, grants, outdoor education through their Campiones para La Naturaleza program, and internships or work-study at the center. Through the center's work and the conference, WLYC increases the enrollment and attainment of Latinas in master and doctoral programs and increases funding for undergraduate research. Additionally, the center provides students with skills needed in higher education, such as research, analysis, and creative work, and offers professional development opportunities, graduate school application support, and travel aid to professional conferences. Since 2016, over 100 UW Latinx students have had support and a forum to develop leadership, community engagement, and service-learning skills. 98% of those UW Latinx college students graduate from UW and go on to professional careers or graduate school. WLYC college students and interns gain a more adaptable skill set by engaging in experiential and community-based learning, better preparing them for post-graduation. This approach provides a deeper connection to class content by encouraging students to apply their classroom knowledge to a real-world setting. WLYC assessment shows that the impacts results indicate that community-based and civic engagement in higher education have positive outcomes across six key areas: increased personal and social responsibility; development of positive mindsets and dispositions; improved graduation and retention rates; learning gains; improved intellectual and practical skills; and increased career-related skills.</p>
<p>Impact on the community</p>	<p>Wyoming Latina Youth Center (WYLC) and conference work fosters a deeper understanding of Latina/o communities. Through investing in the Latina/o youth, and partnering with local schools and communities, WYLC supports equal opportunity to education and economic security that helps build and shape Wyoming's future communities and people. Annually the conference welcomes 375 students from 32 K-12 schools in 23 counties. Each school has a coordinator who acts as a liaison with conference organizers and as a partner in program development. Coordinators also recruit students to attend the conference and fundraise to bring students to the conference. WLYC community engagement through the conference and its programs nurtures the practices, beliefs, traditions, and ways of knowing that create cohesion and give people a vision across the state of Wyoming. WLYC provides the space to draw meaning from a personal or collective story and recognize and build on strengths and resilience. Focusing on student and community wellness, WLYC's focus is on strengthening community power, leadership, civic engagement, community development, systems change, and equity. The center provides a space and framework for community healing, reclamation of a healthy identity, reconnection with culture and spirituality, creation of trusting relationships, embracement of individuals, and building collective power. The impacts stemming from WYLC's community investment includes building community and student agency where everyone's voice is heard; using student and community strengths to act and inspire, influence, and/or support others in building and supporting healthy communities; encouraging participation in the political process that promotes student and community self-determination; hosting activities that encourage using local resources in a way that enhances economic opportunities while improving social conditions in a sustainable way; implementing changes that impact all elements of an organization, institution, or system, including culture, structures, policies, rules, programs, and the allocation of resources; and supporting fair access to resources and opportunities, full participation in the life and well-being of the students, community, and self-determination in meeting fundamental needs.</p>

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Submitted by University of Wyoming on 3/11/2022. Last modified on 6/4/2023.

<p>Provide one example as to how reciprocity is enacted through the partnership</p>	<p>Wyoming Latina Youth Center's (WLYC) ultimate partnership goal is to build trust and positive interactions with Latinx communities and UW students, as well as opportunities for Latinx youth. This is illustrated through the WLYC partnership with Hispanic Organization for Progress and Education (HOPE) and also its work with the McNair Program at UW. HOPE and the University of Wyoming bring different resources together in and out of the classroom. The HOPE scholarship participants become UW College Mentors and Leaders for the Wyoming Latina Youth Center and Conference. Students engage in community activities at a variety of public schools during visits to middle schools and high schools. By creating community knowledge, HOPE enriches scholarship, research, and creative activity. It also enhances WLYC curriculum, impacts WLYC faculty teaching practices, and learning in the classroom. The relationship between HOPE and WLYC prepares educated, engaged citizens and strengthens democratic values and civic responsibility. Because both organizations deal with low socio-economic issues throughout the state of Wyoming, WLYC and HOPE come together to address critical societal issues and contribute to give voice to Latinx students and contribute to the public good. Through their work together, HOPE and WLYC build a concept of shared networking, and accomplish more than they would individually. The UW McNair Program strengthens the shared partnership. By matching WLYC teaching faculty with a student, it provides a research mentorship which encourages low-income and first-generation college students, and students from historically underrepresented ethnic groups, to expand their educational opportunities by applying for a Ph.D. program and ultimately pursuing an academic career. McNair students have the opportunity to be involved in the annual WLYC Conference and planning. Students also can apply for scholarships, conferences, and transitional grants. WLYC offers students intensive leadership coaching sessions. WLYC prepares students for graduate school by offering independent studies courses and/or undergraduate internships. WLYC practice includes partners in collaborative conversations throughout all phases of the activity, including the development of ideas and plans to pursue jointly conceived efforts. This includes the implementation of the activity; the analysis or interpretation of what was discovered or created; the assessment of the project and partners' shared efforts; communication of key moments of the partnership; and making decisions as partners about how to work together, who will do what, and assessments of how the partners know they are succeeding in their efforts along the way. Program effectiveness is evaluated through a school-family-community partnership model which includes on-site school interviews with participants, parents, and educators to evaluate the effectiveness of the partnership and its programs. This reciprocal partnership builds trust, supports community goals in Latinx communities in Wyoming, empowers partners to alleviate poverty, provides service-learning in the community, and connects UW with the Wyoming community. It also provides the Spanish-speaking community and university students a way to meet to engage and learn about cultural values, environment, and community resources.</p>
<p>Titles of Courses Linked to Partnership</p>	<p>GWST 4900: Gender and Women's Studies Internship; LTST 4997: Latina/o Studies Internship; AMST 4200: American Studies Internship; AS 2400: Arts and Sciences Internship</p>

Partner #7

<p>Project/Collaboration Title</p>	<p>Volunteer Income Tax Assistance Program</p>
<p>Community Partner Name</p>	<p>United Way of Albany County</p>
<p>Community Partner Contact</p>	<p>Anna Cramer, Executive Director, United Way of Albany County</p>

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Campus Partner (person, program, department, center, etc.)	Nicole Choi, Associate Professor, Department of Accounting and Finance, College of Business
Purpose of the Community-Campus Partnership	The Volunteer Income Tax Assistance (VITA) Program is an IRS program that offers free tax return preparation to qualified individuals and families. VITA operates as part of the Wyoming Free Tax Service, a nonprofit coalition running solely on federal grant funding that helps low to moderate income families in need of tax-filing assistance. The coalition was established in 2008 and now involves more than 120 IRS-certified volunteer tax preparers working at 19 VITA sites spread throughout Wyoming and spilling into Idaho and Colorado. In 2022, the coalition successfully completed over 4,500 tax returns at no cost to clients. VITA sites provide free tax help to low- to moderate-income taxpayers who generally make \$60,000 or less, most often living in rural areas, taxpayers with limited English proficiency, members of the Armed Forces, and the elderly population. Sites are handicap accessible. Services provided by VITA sites are not only free but also provide reliable and trusted sources for individual tax preparations. All VITA volunteers, including site coordinators, return preparers, and quality reviewers, must go through and pass training every season on tax law changes and maintaining the confidentiality and privacy of taxpayers. In Albany County, the United Way of Albany County provides funding, space, and publicity, while the University of Wyoming's Department of Accounting and Finance provides expertise, including a CPA instructor, a site coordinator, and student volunteers.
Length of Partnership	16 years
Number of faculty involved	1
Number of staff involved	N/A
Number of students involved annually	20
Grant funding, if relevant	N/A
Impact on the campus	The Volunteer Income Tax Assistance (VITA) Program effort builds on a tradition of business extension in the College of Business. Volunteering for VITA services can have a significant impact on student volunteers. By participating in the program, students can benefit in many ways. These benefits include developing practical skills as VITA volunteers receive training on tax preparation and can gain hands-on experience in a real-world setting. Student volunteers are also able to network and build connections through volunteering for VITA as it allows students to interact with a diverse group of individuals and organizations, which can help them build connections and network with potential employers or mentors. Additionally, student volunteers gain a sense of purpose and fulfillment that can be difficult to find elsewhere through helping others and making a difference in their communities. Participating in VITA can demonstrate to potential employers that a student has a strong work ethic, is dedicated to helping others, and is proficient in tax preparation. The program also offers significant educational benefits, providing customer- and client-focused, real-work experience and an opportunity to apply abstract ideas and concepts introduced in the classroom to real-world client problems. The impact of such skills and knowledge is a key element of training for College of Business accounting students involved. Overall, students gain real-world tax preparation experience while serving community members. They also receive credits for their academic program, depending on the number of hours served. Students who have gone through the program consistently comment on how valuable and applicable their VITA experiences are, especially those who choose to pursue a career in the tax profession.

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Impact on the community	<p>One of the values UW College of Business emphasizes is "Service to Our Communities," and the Volunteer Income Tax Assistance (VITA) Program is one of the best examples. By providing a free tax-preparation service, VITA can help individuals and families receive tax refunds and credits that they may not have otherwise been aware of or can claim on their own. The Albany County VITA program provided free tax-filing assistance to approximately 400 Albany County residents in AY 2022. Without these community services, many clients and community members would have gone without assistance. Community trust and investment is also engendered through these efforts and clients receive real value for the no cost services offered by qualified personnel. Without these services, clients may not have filed taxes, or may have been turned to more costly, lower-quality, for-profit services, often made available by big-box tax-preparation providers who advertise seemingly attractive offers to taxpayers (for example, refund anticipation loans with extremely high-interest rates). The existence of VITA also helps many clients and taxpayers avoid falling victim to tax-preparation scams, or allows clients to complete their taxes, which, without aid may not have happened. To ensure the highest quality service, each volunteer in VITA programs undergoes annual training, and volunteer test results at the of these trainings exceed IRS standards. In addition to increasing financial stability for individuals and families, VITA can also stimulate local economies by putting more money back into the hands of those who are likely to spend it, and the impact is even more meaningful in areas like Albany County, the second poorest county in Wyoming.</p>
Provide one example as to how reciprocity is enacted through the partnership	<p>The Volunteer Income Tax Assistance (VITA) Program is one of the services United Way of Albany County provides to fulfill its mission to "fight for HEALTH, EDUCATION, and FINANCIAL STABILITY of everyone in Albany County." The program offers community members no-charge aid to prepare their taxes with clear individual and community benefits. In return, the program provides invaluable experiential-learning experience for University of Wyoming accounting students by allowing them to help community members prepare their taxes under the supervision of an instructor. Students not only gain expertise in filing real taxes but also in interacting with clients. Running a VITA site is a resource- and time-intensive activity because the IRS imposes high standards to ensure the quality and accuracy of the services. The operation requires a physical location to offer services, equipment (computers, printers, office furniture), a site coordinator, greeters, certified tax volunteers, and quality reviewers. Because United Way of Albany County provides physical space, equipment, and an online-based appointment system for the program, the College of Business Department of Accounting and Finance can focus on training volunteers and providing quality services to community members.</p>
Titles of Courses Linked to Partnership	ACCT 4960: Voluntary Income Tax Assistance

Partner #8

Project/Collaboration Title	Wyoming Pathways from Prison
Community Partner Name	Wyoming Department of Corrections; Department of Education; Eastern Wyoming College; Central Wyoming College
Community Partner Contact	Hayley Speiser, Coordinator, Wyoming Department of Corrections
Campus Partner (person, program, department, center, etc.)	Rob Colter, Co-Executive Director, Wyoming Pathways from Prison, College of Arts and Sciences; Departments of Philosophy and Religious Studies, Criminal Justice and Sociology, Social Work, Anthropology, English, Geology and Geophysics; Financial Aid

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<p>Purpose of the Community-Campus Partnership</p>	<p>Since 2016, Wyoming Pathways from Prison (WPfP) has worked to increase post-release success and reduce recidivism for currently and formerly incarcerated persons in Wyoming through higher education. WPfP was created and continues its work in response to the idea that education has the power to transform lives through providing ways for people to develop skills, expand their horizons, and reflect on their own lives. WPfP emerged from an action research project that took place from December 2014 to August 2015, when UW personnel conducted in-depth interviews with 71 women currently and formerly incarcerated in Wyoming. Results indicated great potential for success in providing increased educational opportunities for incarcerated women. To date, WPfP has provided over 500 college credits at no cost to more than 200 incarcerated men and women, and mentored dozens of UW students through internships, supervised teaching and professional preparation for social work, law, teaching, criminal justice, and many other fields. After teaching the first college credit course at the Wyoming Women's Center (WWC) in Lusk, a class on memoir writing to incarcerated women, UW students and faculty worked collaboratively to publish "Telling My Story: Voices from the Wyoming Women's Prison" in peer-reviewed, open-access format to facilitate widespread sharing of the women's work. Annually since 2016, WPfP has been offering rigorous college courses to incarcerated populations at all five Wyoming Department of Corrections facilities, focusing on courses in the humanities, social sciences, and health sciences. WPfP provides access to higher education to increase post-release success, reduce recidivism for currently and formerly incarcerated persons, and helps to connect them with assistance and services for success outside of prison walls. In 2017, WPfP won the Correctional Education Association's national award for innovation -- the Austin MacCormick Award -- to honor its innovative approach to providing no-cost education to prisoners. WPfP was also nominated for the National Criminal Justice Association's Outstanding Criminal Justice Program Award. In AY 2022 WPfP planned a new Bachelor of General Studies degree which it began offering in Fall 2022 to incarcerated women at the WWC in Lusk. The intention is to introduce the same degree program to incarcerated men at the Wyoming Medium Correctional Institution.</p>
<p>Length of Partnership</p>	<p>6 years</p>
<p>Number of faculty involved</p>	<p>4-15 (Varies depending on number of classes offered)</p>
<p>Number of staff involved</p>	<p>2</p>
<p>Number of students involved annually</p>	<p>30</p>
<p>Grant funding, if relevant</p>	<p>Wyoming Pathways from Prison received \$15,000 from Microsoft Philanthropies in 2018, \$10,000 from Wyoming Humanities Council for 2018-19, \$45,000 from Human Projects Initiative for 2017 and 2018, \$3,000 from Kaiser Foundation in 2018, \$2,000 from Trust for the Mediation Process in 2018, \$1,000 from The Equipose Fund in 2018, \$103,000 Second Chance Pell Experiment in 2022.</p>

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Impact on the campus	<p>Campus impacts are many. Wyoming Pathways from Prison (WPfP) puts UW at the forefront of universities with community-related social justice programs and 4-year Prison Education Programs. Also, merely having these people as UW students increases the diversity of the student body, even though they may not be on the main campus. It also provides opportunities for UW faculty and students to work with a highly marginalized population, which can broaden one's horizons as teachers and students. Far too often, society sees incarcerated individuals not as people, but as problems. Working closely with incarcerated students can often open one's eyes to the fact that these are fully fledged people with families and communities and can help both teachers and students come to see each other in a new light. Even though some of the students encountered through WPfP have committed terrible crimes, these same students, by pursuing the educational opportunities provided, have the opportunity to build a different, better life. Both instructors and participating students get to be part of that journey that can lead to the rebuilding and restoring of lives, families, and communities across Wyoming. Also included in the WPfP program is the Symposium on Transformative Education in Prison and Beyond, a two-day, solution-oriented symposium to advance the field of education in prison. It serves to support formerly incarcerated people in their transition from incarceration to freedom. The event consists of various panel discussions, interactive workshops, and keynote addresses by participants and leaders in the field. From its inception, UW students were involved in the WPfP project. Unfortunately, since 2020, and the onset of the COVID-19 pandemic, the program has significantly reduced its activity due to decreased access to the facilities. With the reopening of facilities after the pandemic, the program has restarted. Efforts are now underway to expand the program's traditional focus on personal enrichment to delivering accredited degree programs. These efforts will continue through the existing partnerships between UW students and faculty and Wyoming Department of Corrections staff and administrators.</p>
Impact on the community	<p>Through the partnership with the Wyoming Department of Corrections, Wyoming Pathways from Prison (WPfP) has provided access to higher education that would otherwise not be available. This is the first program of its kind in Wyoming. In providing valuable educational services to people incarcerated in Wyoming, WPfP works to improve the lives of those people both while incarcerated and upon release. As noted above, the program has provided over 500 college credits at no cost to more than 200 incarcerated men and women. Courses, such as PHIL 1490: Stoicism, have been offered at all five correctional institutions across the state, with approximately 12 participants completing each class. The impact of education goes far beyond those individuals. Higher levels of education are correlated with lower levels of poverty, for example, which has downstream effects not only for the individuals, but also for their families and communities. In addition, the effect of education on recidivism is remarkable. While the national 5-year recidivism rate is around 76%, studies have shown that even taking one higher education course while in prison reduces recidivism by 43%. Other studies have shown that the recidivism rate for students who complete a bachelor's degree while incarcerated is less than 6%. This leads to important economic effects: for every dollar spent on higher education in prison, society saves \$4-5 in costs associated with recidivism. Some studies have shown that crime rates decrease in communities with prison higher education programs. While the program has not run long enough in Wyoming to collect such data, these studies suggest significant impact potential for the program. The program has seen these positive effects, on an anecdotal basis, in Wyoming as well. Some of the students have gone on to pursue more educational opportunities upon release at community colleges in Wyoming and Colorado. Other former students have been released back into their communities and are leading successful, productive lives, and report that the educational experiences they had through WPfP have been important to the development of their confidence and ability to achieve things they never thought possible. One former student has reported that, because of being raised in a community where incarceration, poverty, and a lack of education were the norm, they had assumed that they too were doomed to fall into the same cycle of poverty and imprisonment. Seeing that they were capable of college-level intellectual work, however, showed them that they are capable of breaking the cycles that would otherwise have held them back.</p>

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<p>Provide one example as to how reciprocity is enacted through the partnership</p>	<p>Faculty and staff at the University of Wyoming (UW) work in close tandem with educational staff at the Wyoming Department of Corrections (WDOC). For example, given the geographical distance between UW and prison facilities throughout the state, UW faculty rely on staff members at the WDOC facilities to manage on-site tasks such as the preparation of the classroom, technology management, and assignment gathering. UW faculty provide the content and expertise in their subject areas making use of technology. Both groups work together to ensure the smooth delivery of educational services to the incarcerated students. Prior to Fall 2022, all faculty and student teaching in the WDOC was planned and executed entirely on a volunteer basis. Faculty volunteered their time to teach courses that often must be modified to meet the security and technology obstacles that arise in teaching in this sort of environment. These efforts included developing cooperative partnerships with staff onsite, including educational personnel, security staff, and administrators. The facility administrators must approve the course materials delivered while the security staff maintain security of both the offenders and Wyoming Pathways from Prison (WPfP) staff. Educational staff handle many of the minutiae of teaching a course, such as making copies, managing textbook delivery, etc. None of the work accomplished by the WPfP would be possible without a strong partnership between UW and WDOC. The Education Director for the entirety of WDOC is intimately involved in staffing decisions, training, and even curricular discussions that allow the program to operate. With the advent of the new Bachelor of General Science program at the Wyoming Women's Center (WWC), the partnership has deepened. Educational staff at WWC (and soon the Wyoming Medium Correctional Institution), are not only involved in making sure everything goes smoothly at the facility but are now also involved in the admissions and financial aid processes, including identifying information about high school transcripts or GED scores for students who have not been in school in years or even decades.</p>
<p>Titles of Courses Linked to Partnership</p>	<p>ANTH 1000: Cultural Anthropology; ENGL 1490: Alternative Autobiographies; ENGL 1010: College Composition; FIN 1001: Financial Literacy; HIST 2490: The Hidden Heroes of Ancient Greece; LTST 1300: Introduction to Latino/a Studies; PHIL 1490: Stoicism; PHIL 1490: The Philosophy of Socrates; PSYC 1490: Introduction to Psychology: Using Psychology to Recover and Thrive; SOC 1000: Introduction to Sociology; WMST 4500: Memoir Writing in Prison; WMST 4540: Women, Crime and the Law: Telling My Story: Voices from The Wyoming Women's Center</p>

SECTION 5: Institutional Identity and Culture

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

The mission statements of UW's two most recent strategic planning documents embody UW's land-grant commitment and include core values and themes demonstrating long-standing commitments to partnership and collaboration with the state. These commitments were mirrored across UW academic and administrative units, including the Office of Engagement and Outreach. Under President Edward Seidel, UW's current phase of strategic planning commenced first through formation of a strategic planning scenario team in fall 2020 co-chaired by the President and Interim Provost. Its primary charge was to conduct a strategic listening tour; build on and further develop and recommend strategic themes based on President Seidel's Four Pillars (more digital, entrepreneurial, inclusive, and interdisciplinary – detailed more in 14.4) and build a planning process based on campus and key stakeholder engagement. These processes shaped a robust consultative process for strategic planning, which across 2021-22 involved 100+ unit meetings. The plan's first full draft was shared with the campus in June 2022. After a second round of consultation with various internal and external stakeholders, a

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final draft was published on campus in November 2022 and was approved by the UW Board of Trustees in January 2023.

Examples of mission statements for both plans are provided.

UW's Strategic Plan, Breaking Through: 2017-2022.

MISSION: "We honor our heritage as the state's flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources." Further, "As Wyoming's only public university, we are committed to scholarship, outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation and the world."

Subsequently, the Office of Engagement and Outreach (OEO) Strategic Plan (summer 2019) provides greater specificity on UW's community engagement mission.

MISSION: OEO "serves as a portal to UW for the citizens of Wyoming (and beyond) and seeks to coordinate and streamline engagement and outreach efforts to achieve enhanced consistency, follow through, and impact. OEO provides institutional leadership to assist UW's divisions in shaping, supporting, and pursuing the University's goals for advancing community engagement and relationships with our partners. OEO seeks to create an environment of engaged education and scholarship, working to build collaboration between UW and its constituents to address complex economic and social challenges and opportunities facing UW and Wyoming. We will pursue this mission through student opportunities, faculty and staff development, scholarship, teaching and service, and by working with our partners and constituents."

UW's current strategic plan, Forward for Wyoming: Honoring our Heritage and Creating Our Future – A Strategic Plan for the University of Wyoming 2023+, demonstrates a continuation of previous community engagement themes.

VISION: "Use our unique strengths to make Wyoming and the world a better place."

MISSION: "As Wyoming's university, we unlock the extraordinary in every person through education, research, innovation, engagement, and service."

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

Awards for community engaged faculty, students, staff, and community partners are a long-standing tradition across multiple campus units, showcasing the breadth and depth of work across UW.

Examples at the institution level include:

-Academic Affairs has supported two significant engagement awards. The Marvin Millgate Community Engagement Awards, established by the Office of Engagement and Outreach in 2018, recognized the faculty, staff, student, and community partner that each rendered exceptional engagement and service to Wyoming communities. Awarded annually from 2018-2020 to faculty, staff, student, and community partner, recipients received a \$1,000 cash award. In 2022, Academic Affairs established the new Laramigo Award for Community Engagement. It supports an annual faculty/professional staff award to recognize faculty, academic, and staff

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professionals for their exemplary work at UW in service to the community. This annual, ongoing award provides a monetary gift to the recognized awardee, with a contributed match to a local Laramie-based nonprofit organization.

-The UW Foundation Stewardship Award, awarded annually, recognizes the leadership of a UW faculty member who excels in relationship-building and stewardship of alumni and donors through the effective use of private gifts, engaging former students in the activities of the university, and commitment to strong external relationships for the betterment of UW.

-The Student Affairs Staff Recognition Community Award recognizes a full-time Student Affairs employee who best embodies community at UW. Criteria include demonstrated understanding and appreciation for how decisions and actions impact others as well as just and equitable treatment of all members of the community.

-The university's Rosemarie Martha Spitaleri and Tobin Memorial Award for Outstanding UW Graduate annually recognizes academic excellence and achievement; service to the university; participation and leadership in the community and campus activities; and citizenship qualities.

-The Stewart Family Service Award, established in 2020 by the Service, Leadership & Community Engagement (SLCE) Office and the School of Politics, Public Affairs and International Studies is open to all UW students. One to two \$5,000 awards are awarded annually to fund a student-service project or applied community research project that addresses a community need on a local, state, national, or global level.

Several colleges and schools host outstanding service awards for faculty, staff, and/or students awarded annually. Examples include:

-UW Libraries: The McMurry-Spieles Library Excellence Fund recognizes library staff members who demonstrate exceptional service to UW Libraries and make significant contributions to UW and/or the community.

-UW Extension: The Jim DeBree Extension Award (established in 1996) recognizes UW Extension employees who demonstrate high levels of professional performance and personal commitment to professional development. Nominees must show evidence of assessment of needs, addressing county and/or area needs, work on critical issues, and leadership in Issue Team programming efforts. Community leaders and Extension educators serve on the selection committee. Recipients receive \$2,000.

-College of Arts and Sciences: The Arts and Sciences Board of Visitors funds an award for each department in the college honoring student contributions in service to their department and the wider community.

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

As noted in 5.1, the Carnegie application timeframe (AY 2019 - AY 2022) includes one strategic planning cycle completion and planning process for and completion of a new plan. In both cases, UW strategic planning incorporates significant community input (including statewide listening sessions hosted by UW's President) to decide what UW should be doing, why UW should do it, and how it can be accomplished.

Strategic Planning Community Engagement Recognition:

From Breaking Through: 2017-2022, one value was Engagement and Communication: "Engagement with local,

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state, tribal, national and global constituencies inspires our daily work. We are committed to active outreach and clear communication with our extensive communities.”

Commitment to “Goal 3: Impacting Communities: Improve and enhance the health and well-being of our communities and environments through outreach programs and in collaboration with our constituents and partners.” Collaboration between the university and its constituents drew attention to “complex economic, environmental and social challenges through research, education, entrepreneurship, economic diversification and growth.” Included plans to establish an Office of Engagement and Outreach (OEO), support Wyoming's economic development, enhance extension programming, and build partnerships with the Eastern Shoshone and Northern Arapaho tribes.

Community Engagement Reporting in Strategic Plan, Breaking Through: 2017-2022:

During selected years, responsible parties reported progress toward key performance indicators. The Annual Report was presented to the President’s Cabinet, the UW Board of Trustees (meeting the annual requirement: “Status of implementation on the UW Strategic Plan and President’s Report on Accomplishments”), external stakeholders, and campus constituencies.

The central performance indicator for Goal 3: Impacting Communities was to seek Carnegie Community Engagement Classification with the 2022 target of qualifying for the 2024 submission. Year 1 the Engagement Task Force published “Envisioning Community Engagement and Outreach” report. Year 2 OEO launched and personnel hired. The pandemic interrupted reporting for Years 3 & 4 (AY 2020 & AY 2021), but the final strategic plan report (AY 2022) noted pandemic and leadership changes delayed the Carnegie application progress. Academic Affairs, Service, Leadership & Community Engagement (SLCE) Office, and Student Affairs were designated leads for future reporting.

UW Strategic Plan 2023+ Process:

Preliminary work began with formation of strategic scenario planning groups in AY 2021 overseen by the President and Interim Provost. Accompanying this process, campus discussions on community engagement began which also informed the strategic planning process. In September 2021 the formal process began under the stewardship of Provost Kevin Carman. The first draft was shared campus-wide in June 2022. The strong commitment to community engagement is evident across its values and specific goals:

VALUES: “Our partnership and engagement with Wyoming communities in the creation and exchange of knowledge and resources.”

GOAL 4: “Engage with and serve the State.”

UW Strategic Plan 2023+ evolved through 1) unit dialogues conducted with each campus unit; 2) Idea Labs focused on the land-grant mission of providing transformative learning opportunities and innovation through scholarship, and societal impacts on Wyoming and beyond, with one focusing specifically on community engagement. The campus-wide dialogues' major strengths identified were people, community, and experiential learning.

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

In 2018, the University of Wyoming (UW) launched a marketing/branding campaign using a primary tagline of “The World Needs More Cowboys.” The theme was extended in 2021 under the tagline of “I Am a Cowboy.” The campaign established a strong, distinguishing brand for UW and is found on UW's website and in marketing

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materials.

The campaign takes the university's boldest asset—the bucking horse and rider trademark (also synonymous with the state of Wyoming)—and modernizes it to reflect today's challenges. It redefines what it means to be a cowboy today, distilling it down to the inner spirit of curiosity and a desire to positively impact the world that all who call themselves cowboys can identify with, no matter their race or gender.

The campaign emphasizes the Cowboy spirit and is what UW helps instill in students, giving them the skills they need to make the world a better place. Brand campaign language includes: “We embrace the folks who are willing to work hard to right wrongs, to champion the underdog, and to speak their truths with the courage of their convictions. And as you grow into the person you were always meant to be, you'll be prepared to make the breakthroughs that will, in fact, save the day.” Inherent in the brand message is the idea that the university and its graduates are engaged to serve our community, our state, our nation, and the world.

Additionally, in 2019, the university launched a multiyear, in-state campaign called “The World Needs More Cowboys – and So Does Wyoming.” This emphasized the fact that UW graduates play key roles in communities around the state. One UW alumnus from each of Wyoming's 23 counties was featured in video and on other platforms, as well as in a “The World Needs More Cowboys” community event in each county. All alumni featured are involved in service in their communities and credit UW for instilling in them a commitment to service. The Alumni Association played a key role in engaging alums in each community to have local input regarding those who would be featured in the local county-by-county campaign. The individuals selected represented diverse disciplinary backgrounds, careers, ages, and ethnicities.

In addition, each community event featured students from the community discussing opportunities at UW, UW's President, and an athletics coach. In conjunction with community events, the campaign sponsored visits to local high schools featuring UW faculty members sharing their work with students and in the community, students sharing their experiences, UW President, and VP for Enrollment Management. All told, there were visits to more than 30 high schools statewide (representing more than 60% of the state's high schools). The visits also included the UW President meeting with service clubs and others including business leaders, local leaders, and legislators.

The UW branding campaign imagery is complemented by the Department of Athletics brand: ONE WYOMING: ONE STATE, ONE UNIVERSITY, ONE TEAM, in which UW is identified with the whole state and reciprocally Wyoming citizens with the state's sole 4-year university.

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

Community engagement is an explicit priority promoted from the top levels of leadership at the University of Wyoming (UW). Since his arrival July 1, 2020, UW President, Dr. Edward Seidel, has shaped and led UW community engagement efforts in strategic planning and formal initiatives. His objective is to make the “University of Wyoming a best-in-class, 21st century land-grant university true to its Wyoming roots.” In the first two years of his tenure (AY 2021 and AY 2022), he committed to building upon UW's historic commitment to the state and using his expertise in economic development to make UW the innovative engine for the state, particularly in areas of greatest need.

To aid this effort, one of President Seidel's first hires was Provost and Executive Vice President Kevin Carman. Dr. Carman previously led academic improvements at the University of Nevada, Reno (UNR) as its Provost.

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Among his achievements was updating UNR's comprehensive master plan and strategic plan that included goals of being recognized as a Carnegie Community Engaged University – a designation that was awarded by Carnegie in 2020.

President Seidel and Provost Carman have overseen several new initiatives that redirected the institution's focus toward greater community engagement in economic development to aid the state. The centerpiece of this effort, at the request of Governor Mark Gordon, was to create the Wyoming Innovation Partnership in AY 2022 (detailed in 3.3), which aims to better align Wyoming's economic development agenda by increasing collaborations between state entities (including Wyoming's higher education community) and local partners. The partnership involves the University of Wyoming, the state's community colleges, the Wyoming Business Council, and the Department of Workforce Services. The emphasis is on developing innovative solutions that support and enhance Wyoming's economy, workforce, and revenue sources. The WIP is governed by the Presidents' Steering Group (PSG), composed of President Seidel, the presidents of Wyoming's eight community colleges, as well as representatives from the Governor's Office in consultation with other partners.

UW Led Collaborative Efforts with Statewide Community and Industry Partners:

-The Center for Entrepreneurship and Innovation is tasked to develop, in conjunction with the community colleges, entrepreneurship training along with coordinating and expanding business incubators, lab spaces, innovation learning hubs, etc.

-The Wyoming Outdoor Recreation, Tourism, and Hospitality Initiative was created to support the state's second-largest economic sector by working with industry and communities to provide real-world experiences for students, training for working professionals, and outreach services to Wyoming's tourism industry.

-The School of Computing was launched to support collaborations to deepen technology-based economic development and partner with industry around student learning, research, and workforce development.

Further, in 2022 the President reorganized community engagement reporting at UW. The newly hired Vice President for Governmental Affairs and Community Engagement joined the executive team to lead engagement with government policymakers and promote UW's community engagement mission. In addition to serving as the university's chief liaison to local, state, and federal governments, this position oversees Institutional Marketing and Communications and the Office of Engagement and Outreach.

SECTION 6: Infrastructure and Finance

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

The President, Provost and Executive Vice President (EVP), VP for Research and Economic Development, VP for Governmental Affairs and Community Engagement, VP for Student Affairs, and VP for Diversity, Equity and Inclusion each oversee offices and positions to advance the university's community engagement agenda. The VP for Governmental Affairs and Community Engagement (within the President's Office) oversees Communications and Institutional Marketing and the Office of Engagement and Outreach (OEO). From Spring 2019-Fall 2020, central community engagement initiatives were coordinated by the director of OEO. This position was vacant

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during the COVID-19 pandemic and hiring was underway for a new AVP for Community Engagement in spring 2023. Duties include overseeing the office, chairing UW's Engagement Council, which has membership from all colleges and schools, serving as a central resource for partnership development, supporting professional development, and advancing service-learning goals.

In Academic Affairs, two Vice Provost positions support community engagement as part of their job description. The Vice Provost for Strategic Planning and Initiatives has co-chaired UW strategic planning, which included plans to advance community engagement. The Vice Provost for Undergraduate Education is responsible for the Higher Learning Commission accreditation, program review, and assessment of student learning, including community engagement criteria and collaboration with UW programs/departments to advance these priorities.

The Division of Research and Economic Development includes an AVP for Economic Development who oversees the university's key economic development initiatives (e.g., Wyoming Innovation Partnership) and Business Resource Network, which serve as a catalyst for creating economic development, business, and outreach partnerships between the university and the community.

Within the Division of Student Affairs, the Center for Student Involvement & Leadership centralizes all student involvement programs into a single department. This includes the Service, Leadership & Community Engagement (SLCE) Office, which works with administration, faculty, and staff to provide multiple ways for students to engage in co-curricular service and civic activity with a range of organizations and programs (including volunteerism, co-curricular community engagement activities, Alternative Spring Break, for-credit community engagement courses, etc.). SLCE liaised directly with OEO to advance community engagement goals and service-learning; and worked directly with the Vice Provost for Strategic Planning and Initiatives, faculty, and staff to advance community partnership dialogues and community engagement priorities in UW's strategic plan, *Breaking Through: 2017-2022*, and in new strategic planning across AY 2022 leading to Strategic Plan 2023+.

The Office of Diversity, Equity and Inclusion, formerly headed by a Director/Chief Diversity Officer, newly elevated by President Edward Seidel to VP for Diversity, Equity and Inclusion, chairs the Council on Diversity, Equity and Inclusion. Subcommittees of the council include Community Engagement, Inclusive Physical Spaces, Pay Equity, Recruitment, and Retention. This VP works with Student Affairs and programs/departments/colleges to advance significant DEI initiatives on campus and across the state.

Among the university's colleges and schools, UW Extension (UWE) is dedicated to community outreach and engagement (the Director of Extension also has served on UW's Engagement Council), and all colleges and schools have staff appointments to oversee external relations (detailed in 6.2).

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

Although budgets are subject to change, funds identified throughout this section are considered permanent.

UW centrally funds several entities dedicated to public service in Academic Affairs: American Heritage Center, University Art Museum, Wyoming Geographic Information Science Center, and Wyoming Institute for Humanities Research. In the Research and Economic Development Division: Biodiversity Institute, Wyoming Public Media, and High Plains American Indian Research Institute. Collectively, these entities have a total annual budget of \$3,821,679 (FY 2022).

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Office of Engagement and Outreach (President's Office Division) budget for FY 2021 was \$440,239 including director/office coordinator salaries and operating budget.

Service, Leadership & Community Engagement Office (Division of Student Affairs) salaries and operating budget total \$305,282 (FY 2022).

Research and Economic Development directly funds the Business Resource Network, which provides services to the business community including the Wyoming Small Business Development Center (SBDC) Network, Impact 307, Manufacturing Works, Wyoming Technology Transfer and Research Products Center, Wyoming Procurement Technical Assistance Center, and Wyoming SBIR/STTR Initiative. Collectively they have an institutional budget of \$1,906,090 (FY 2022) and are further supplemented through grant funds.

UW Extension and the Wyoming Agricultural Experiment Station allocate over \$8 million or 80% of their funding provided by the state of Wyoming to statewide engagement activities associated with applied research projects and community-based educational programs. These are annual, recurring funds allocated to engagement.

UW spends additional funds through its academic units whose leaders have discretion over operating budgets to support instructional, research, and public-service activities deemed central to their program needs and goals. Examples include:

- The College of Engineering and Physical Sciences funds a position for an engagement and outreach coordinator as well as budgets to collect information on the needs of the community and establish industry partnerships.

- The College of Business through its centers (e.g., Center for Business and Economic Analysis, Low Income Tax Center, etc.) funds 4 FTE faculty and 10 staff charged with providing services, coordinating community engagement, and engaging in outreach.

- The Art Museum funds 1 FTE staff position to oversee outreach activities such as the Ann Simpson Art Mobile.

- The American Heritage Center funds 1.75 FTE staff positions to support Wyoming History Day, as well as Outreach Archivist and Public History Educator.

- The School of Energy Resources supports 1.5 FTE staff positions for outreach and energy education programming for K-12 educator outreach across the state.

- The School of Culture, Gender and Social Justice (College of Arts and Sciences) funds the Black Studies Center, including a Community Engagement Outreach Program with student community engagement, a speaker series, and quarterly workshops to encourage students to become active participants in social justice discourse and engagement.

- The Science Initiative, a cross-college initiative, supports .75 FTE for faculty and .25 staff for STEM/STE(A)M outreach, providing learning opportunities that transform teaching, learning, and Wyoming communities.

- The College of Law supports 1 staff FTE to support and organize clinics and practicums, externship programs, simulation courses, and outreach.

- The Honors College funds 1 staff FTE to run the Summer High School Institute.

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

Considering projects dedicated to public service and broader impacts, UW's Office of Sponsored Programs identified the following funds from local, state, and federal sources.

Fiscal Year/ Awards / Expenditures / Facilities & Administration (F&A)

2019 / \$32,008,680 / \$28,823,430 / \$2,264,709

2020 / \$25,779,128 / \$24,943,274 / \$1,888,275

2021 / \$45,799,240 / \$59,537,385 / \$2,454,250

2022 / \$40,542,823 / \$41,049,078 / \$3,208,489

These figures do not include one-time federal appropriations related to pandemic recovery. The awards over the years indicate FY 2021 had the greatest awards and expenditures. As shown, FY 2022 awards are strong with F&A costs the highest during this period.

The UW Foundation holds gifts from private donors, foundations, and corporations, which support a wide range of engagement programming. In AY 2022, the Foundation identified 116 endowments and funds across UW's colleges/schools that specifically support community engagement, totaling over \$42 million. Examples include:

-Wyoming Latina Youth Center Fund in the School of Culture, Gender and Social Justice provides conference support, student scholarships, undergraduate and graduate travel/research grants, and faculty support.

-Associated Students of the University of Wyoming Service Exchange Endowment awards scholarships to students to participate in service-learning exchanges that foster passion for volunteerism, promote leadership development, and help create well-rounded students.

-Biodiversity and Conversation K-12 Excellence Fund provides financial support to UW's Biodiversity Institute K-12 outreach and education programs.

-John P. Ellbogen Foundation Wyoming Communities, Agriculture, and Rural Living Fund awards grants to UW Extension projects that improve Wyoming communities, agriculture, and rural living.

-Funds from the College of Engineering and Physical Science's Next Generation Program help sustain and grow various outreach activities to increase early exposure of K-12 students to issues, applications, and career opportunities in engineering and computer science.

-UW Art Museum's Ann Simpson Art Mobile Endowment supports the mobile exhibition dedicated to sharing art exhibitions and educational programming to geographically isolated communities around Wyoming.

-College of Education Scarlett Family Foundation Literacy Excellence Fund provides financial support to the UW Literacy Research Center & Clinic for statewide engagement efforts.

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-ExxonMobil K-12 Energy Education and Workforce Development Initiative focuses on curriculum development, school activities, and summer workshops for students and teachers focused on energy education.

-American Heritage Center and College of Arts and Sciences Wallop Fund for Conversations in Democracy supports community engagement events, student internships in public service, and curriculum development with teachers.

-World Music to WY Performance Endowment brings in ensembles, concerts, and workshops to UW and the broader Wyoming community.

-Windy Ridge Foundation Astro Camp Fund in Physics and Astronomy supports a summer camp, which is attended free of charge by seventh and eighth grade students from all backgrounds and economic statuses.

Engagement programming is a specific focus of strategic planning fundraising priorities advanced by President Edward Seidel and the VP for Institutional Advancement/UW Foundation in AY 2022. One of four areas in the vision for fundraising priorities highlights the effort to “Become a Carnegie Community Engaged University.”

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

- a. **Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.**
- b. **Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.**
- c. **Description of the campus’s participation in a local Payment in Lieu of Taxes (PILOT) program.**

The University of Wyoming (UW) invests in community engagement efforts through administrative practices at the institutional level, college/school programs and centers, and through support offices. Historically, one of the most visible investments is in UW Extensions’ offices in each of Wyoming’s 23 counties and the Wind River Indian Reservation. While UW’s land-grant mission makes it an important partner on a variety of investments in Laramie and across the state, UW does not participate in the Payment in Lieu of Taxes (PILOT) programs. Examples of administrative and business practices include:

University of Wyoming Support for Pilot Hill Land Purchase:

The Pilot Hill Project is one example of how UW assures a community benefit on real-estate development decisions. UW, the Wyoming Office of State Lands, the US Bureau of Land Management, the City of Laramie, and the Albany County Commissioners acquired and preserved the Pilot Hill land connecting the community of Laramie to almost nine square miles of open space in the foothills, and with the completion of seven new trail systems in 2021, to over 65,000 additional acres of Medicine Bow National Forest lands in the Laramie Range.

With overwhelming support from the citizens of Laramie and the University’s Board of Trustees, UW purchased 1,233 acres adjacent to the golf course at the edge of Laramie’s city limits (AY 2020). The \$2.367 million

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purchase of lands set into motion the preservation of about 5,500 acres of undeveloped space east of Laramie. The project aims to directly connect the university campus and Laramie neighborhoods to national forest lands, while also protecting wildlife habitat and the Casper Aquifer, the primary drinking source for residents and visitors to Albany County, Wyoming. In addition, the project plans to boost tourism and economic development and improve quality of life. The restriction that the Pilot Hill area will be managed collaboratively and as one unit was included in the UW purchase agreement. Pilot Hill properties are collectively managed by the nonprofit Pilot Hill, Inc., in partnership with the Wyoming Game and Fish Department. At the time of the purchase, Board of Trustees Chairman Dave True stated, "This purchase also aligns with the university's interests by creating a consistent pattern of ownership of lands adjoining UW's golf course property and providing a resource for the university's future water needs."

Glen "Red" Jacoby Golf Course in Laramie:

Located between the eastern side of the UW campus and the Pilot Hill property, Jacoby Golf Course is a unique public golf course in the nation. The 18-hole golf course was opened in 1972 and has been maintained by the UW Operations team ever since. The scenic links course is open to all students, employees, and the general public, which also serves as home to the university's men's and women's golf teams. Each year, Jacoby Golf Course averages 25,000 rounds of golf. The community is also fortunate to have the UW Men's Coach/Director of Golf as the Head Golf Professional of the course.

UW Office of Procurement Buy-WY – Cowboys Supporting Cowboys:

The Office of Procurement BUY-WY program is the University of Wyoming's commitment to leveraging its overall purchasing power in support of the state's fiscal growth. The program promotes the purchase of goods and services from all areas serviced by Wyoming businesses. Through the Procurement Office, key objectives of the Buy-WY initiative include educating the campus community on the benefits of purchasing from Wyoming suppliers. It also creates opportunities for Wyoming businesses to develop and strengthen relationships with campus and identify where the involvement can be enhanced.

The university community has a lot of spending power. The university spends approximately \$600,000 a month on general goods, services, and contracts. Taking the extra time to look up a Wyoming supplier for campus buying needs can make a difference in spending statewide.

Impact 307 Business Incubators:

IMPACT 307, formerly known as Wyoming Technology Business Center, has been in existence since 2005. Rebranded in 2020, it is an incubator program in communities around the state committed to growing and strengthening Wyoming's entrepreneurial community. The mission is to advance the entrepreneurial ecosystem within UW's grant charter, by developing successful start-up and early-stage ventures that contribute to the growth and health of Wyoming's communities. It contributes to the opportunity, prosperity, and diversity of Wyoming communities by giving entrepreneurs and their businesses the tools needed to turn ideas into action.

Primarily, through Start Up Challenges, IMPACT 307 has enabled entrepreneurial activity and has proven effective by cultivating local partnerships and hosting Start Up Challenges in respective corners of the state that drive new company growth and new idea generation. Through these efforts, IMPACT 307 has a presence in Laramie, Sheridan, Casper, Carbon County, Cheyenne, Fremont County, Goshen County, Park County, Sweetwater County, and Uinta County, building a pipeline of small-business activity that supports and augments additional Business Resource Network response. Through its program, IMPACT 307 provides business counseling services, possible seed funding, mentorship, and scalable economic development services. In Sheridan and Casper locations, IMPACT 307's staff serve on various nonprofit boards of directors, and boards of directors for UW's economic development partners as well.

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

In accordance with Wyoming law, generally the university can neither make donations to individuals, associations, or corporations, except for necessary support of the poor, nor use unappropriated state money. However, the university faculty, staff, and students do use grant funds and private donations to help local communities. Some specific examples include:

UW provided over 154,000 free COVID-19 tests for faculty, staff, students, and community members across 2020-2022.

UW's James C. Hageman Sustainable Agriculture Research and Extension Center (SAREC) in Lingle, WY and the Cent\$ible Nutrition Program collaborated with Food Bank of Wyoming to distribute more than 3 tons of excess potatoes grown at the Lingle research and extension center to food banks across Wyoming in Fall 2021.

The Division of Kinesiology and Health's Growing Resilience Program is a community-based, participatory, grant-funded research project that provides home food gardens to 96 families living on the Wind River Indian Reservation (AY 2017-AY2020). In its Food Dignity program, the community-based organization awarded \$30,000 in mini-grant funding to people/projects in communities aiming to improve food security. On the Wind River Indian Reservation, these funds were invested in local food producers to start or expand operations. The groups were invited to sell at the tribal farmers' market (founded by Growing Resilience with funding from Food Dignity). The project provides financial support for market managers to reach more families struggling with low incomes.

UW is a partner with United Way of Albany County in their annual fundraising campaigns. The university allows all employees to opt-in for direct payroll deductions to support United Way and its community partner programs such as the local food bank, downtown free health clinic, etc.

UW's Student Center for the Public Trust (SCPT) chapter (Ethics Club) raises funding each year (typically in conjunction with Sales Club) to host a Shark Tank type competition for nonprofits in Albany County to compete for funds through a business plan pitch for award funding. In AY 2022, the Ethics Club awarded \$115,000 in funding to nonprofits such as Big Brothers Big Sisters, Downtown Clinic, Feeding Laramie Valley, and Laramie SAFE Project.

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

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

The university gathers community feedback through various means.

Biennial Statewide Survey on Perceptions of UW:

The Wyoming Survey & Analysis Center conducts a statewide, live-interviewer telephone survey, fielded to a random sample of cell phone and landline telephone numbers among Wyoming residents in even numbered years. The survey asks residents to share perceptions of UW. Respondents are asked to "... rate the performance of the University of Wyoming on the following activities. Is the university's performance excellent, good, fair, or

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poor?” In response to “Being responsive to the needs of the state and its citizens,” UW was rated excellent or good by respondents 66% (2016), 58% (2018), 60% (2020), and 53% (2022). In response to “Having a strong level of engagement with your community,” UW was rated by respondents as excellent or good 61% (2016), 55% (2018), 56% (2020), and 48% (2022).

A summary report is shared with the UW President, President’s Cabinet, UW Trustees, and is released to the public. The data are used to support the prioritization of strategic planning discussions regarding how the university engages in its land-grant mission. Further, the results served as a baseline for the 2018 Engagement Task Force Self Study and report, *Envisioning Community Engagement and Outreach at the University of Wyoming*, discussed further in 7.4.

UW Extension (UWE) Statewide Needs Assessment:

UWE, with offices in all 23 counties and the Wind River Indian Reservation, engages local stakeholders in assessing needs and identifying important statewide issues through formal stakeholder input. Each year one county within a 5-county geographic area hosts a stakeholder input session. UWE educators and specialists are trained to moderate focus groups and act as notetakers. Individuals representing business, nonprofit organizations, government agencies, current clientele, as well as individuals who have not participated in UWE programs are invited to participate in a modified focus group targeting the programming areas of agriculture and horticulture, rangeland resources, nutrition and food safety, community development education, and 4-H youth development. With the 5-year rotation, each county has an opportunity to host a stakeholder input session every 5 years. UW Extension Selected Impact Statements are compiled and shared annually with county commissioners, local stakeholders, state legislature, and federal partners.

Community Partner Participation in Forums and Listening Sessions:

The Office of the President and Academic Affairs periodically organize data gathering efforts around the state that invite broad community participation, which include statewide listening sessions, focus groups, and community meetings. For example, 10 listening sessions were hosted across Wyoming by the President for strategic planning for *Breaking Through: 2017-2022*, sessions were also hosted across the 2021-22 strategic planning period, and for all major initiatives (e.g., Wyoming Innovation Partnership discussed in 3.3). These sessions provide community partner feedback to cultivate, reinforce, and publicize UW partnerships.

Further, the President and VP for Governmental Affairs and Community Engagement directly liaise with local, state, and federal government officials, as well as with businesses, chambers of commerce, service clubs, nonprofit groups, and the community at large to directly assess community partner feedback.

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

Systematic tracking for community engagement is done by Student Affairs and Academic Affairs.

Student Affairs’ Administration of Surveys:

Student Affairs assumed NSSE/FSSE and UW Student Opinion Survey administration in 2019.

By gathering student and faculty perspectives on engagement, campus-wide overviews of community engagement are tracked. NSSE and FSSE were administered in 2019, 2020 (NSSE only), and 2022 with plans to administer these surveys every even numbered spring. NSSE/FSSE surveys measure 10 engagement indicators and 6 high-impact practices. Student Affairs pays particular attention to the data for Engagement Indicators:

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student discussions with diverse others (e.g., different race/ethnicity, economic background, religious beliefs, or political beliefs), quality of campus interactions, and supportive campus environment.

Components of a supportive campus environment measured on the survey include feedback on quality of student-to-student interactions, faculty, advisors, student services staff, and other staff. Student perception of whether UW provides a supportive environment for different aspects of their lives is useful in evaluating how to maintain or improve student engagement. NSSE results workshops that engaged student leaders and representatives in 2022 gathered information that provided context to the numbers.

By facilitating a workshop with faculty and students, Student Affairs is better able to understand institutional assumptions about student engagement and availability with different aspects of campus life. Open-comment questions on NSSE provide valuable information to identify barriers to engagement.

These data--both the statistical results and student feedback--support advocating for larger policy questions that require collaboration beyond Student Affairs.

While NSSE/FSSE focuses on concepts around engagement, the Student Opinion Survey (administered in 2020 and odd numbered years going forward) directly tracks if students used a particular service/program, and their satisfaction level with it, if used. This allows for longitudinal tracking and drives improvement of support/service/programming units. Student Affairs maintains the longitudinal data and shares it with applicable units.

Student Affairs programs use databases standard to their fields to track student engagement. Student Affairs implemented a standardized annual report in AY 2022 that requires reporting of impacted students, reporting of longitudinal trends, and consideration of which groups of students are engaged and how to better reach those who are not engaged.

Annual Faculty Reporting through Interfolio/Faculty 180:

Faculty prepare annual reports, including reporting on community engagement activities, for department-head review, which is shared up to college deans and Academic Affairs. In 2018, UW contracted with Interfolio/Faculty 180 to implement a digital faculty reporting repository for faculty teaching, research, and service activities. Academic Affairs leadership worked with the Office of Engagement and Outreach to include a separate activity category for Non-credit Instruction/Statewide Outreach Activities (separate from community service category). Faculty are prompted to share the primary audience (e.g., P-6/12, community college, community member, UW, etc.), sponsoring organization/location, collaborators, participant counts, description, and programmatic impacts. Extension and clinical contribution categories were added to address the reciprocal partnership nature of their work. Providing a place for faculty to list activities fulfills Goal 3: Impacting Communities in UW's strategic plan, Breaking Through: 2017-2022, and assists Academic Affairs in advancing community engagement goals.

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

The UW President and Provost are responsible for establishing high-quality standards for community engagement.

UW's strategic plan, Breaking Through: 2017-2022, emphasizes that as Wyoming's land-grant and flagship

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university, UW seeks to serve the state of Wyoming and to provide high-quality education for the state's varied constituencies. A key value in the strategic plan is "Engagement and Communication": "Engagement with local, state, tribal, national, and global constituencies inspire our daily work. We are committed to active outreach and clear communication with numerous communities." The plan highlights Wyoming community colleges, tribal nations of Wyoming, as well as the business, agricultural, and economic development sectors of the state. First, the Engagement Task Force was constituted by then UW President Laurie Nichols in AY 2018 to define high-quality community engagement for the institution. The task force in its self-study, and subsequently the Office of Engagement and Outreach, aligned its definition of best practices in community engagement with the Carnegie definition (detailed in 7.4). Second, UW Extension (UWE) with its presence across the state has historically been the exemplar for reciprocal partnership development. UWE's use of Statewide Need Assessments (outlined in 7.1) follows a systematic process to gather data, inform program decisions, and share with stakeholders and UW administration.

Academic Affairs oversees institutional accreditation and program reviews, which include several Higher Learning Commission criteria related to community engagement.

Criterion 1. Mission – Core components related to community engagement: 1.B. The institution's mission demonstrates commitment to the public good. 1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity. 1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow. 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission for the constituencies it serves.

To address these priorities, all degree-granting units at the university must undergo a program review every seven years. The Associate Vice Provost for Undergraduate Education (AVPUE) oversees and coordinates program reviews on the Provost's behalf. College and school deans work with the AVPUE to schedule reviews, and department faculty produce a self-study prior to an external review team visit. In consultation with the dean and department head, the Provost appoints the external review team. A standardized template guides the self-study, and departmental authors are asked to describe "significant university, community, statewide, national, and international contributions" of the department's faculty including service to the state, extension and experiment station work, et al. The institution encourages curricular and co-curricular activities that prepare students for informed citizenship and workplace success.

Additionally, many degree programs (e.g., Business, Engineering, Construction Management, Nursing, etc.) have accreditation bodies with criteria for community and stakeholder engagement, including the requirement for external representation on department and college-level advisory boards, providing critical input on constituent and broader community needs. The feedback from advisory boards impacts curricular activities such as co-developed programs and degrees, funding, and promotion.

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

A systematic evaluation of community engagement at UW was completed in AY 2018 as part of the implementation of UW's strategic plan, *Breaking Through: 2017-2022*. The year-long self-study completed by the Engagement Task Force culminated in a report, *Envisioning Community Engagement and Outreach* at the University of Wyoming, submitted to the UW President in May 2018. The purpose of the in-depth, multi-method self-study was to evaluate the scope, breadth, and depth of UW's engagement and outreach activities, to

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evaluate the needs of statewide constituents, and to build structures to support this community engagement. Steps taken to complete the report included the following:

- Reviewed strategic planning listening sessions from AY 2017 activities, which included 10 community listening sessions and campus-wide listening sessions.
- Conducted focus-group exercises facilitated by a third party in 12 Wyoming communities.
- Administered a faculty/staff inventory survey to gather information on AY 2017 activities.
- Investigated engagement practices by close/stretch peers, regional, and exemplary institutions.
- Hosted over a dozen meetings including guests from various campus units.
- Participated in a professional community engagement seminar focusing on the Carnegie application process, hosted three campus listening sessions, and completed a site visit to Colorado State University, a Carnegie Engaged Campus, to learn from their experiences.

The self-study outcome was used to change UW's engagement practices to create structures and mechanisms to address key priorities and best practices, recognizing budget limitations. As a result, the Office of Engagement and Outreach (OEO) was created in January 2019, including staffing, a director, and creation of the UW Engagement Council with representation from all colleges and schools to oversee policy development and implementation. This established the organizational conditions needed for more coordinated practices. In its first 18 months, OEO completed in-depth evaluations of outreach and engagement practices in STEM fields, developed a tool kit for engagement best practices, and completed the UWYO Events Calendar, which can track and promote events statewide while cataloging all in/out-of-state activities. Changes in leadership led OEO to serve a central role in UW's COVID response; changing the focus of OEO for two years.

The appointment of Dr. Edward Seidel as UW's President (July 2020) and Dr. Kevin Carman as Provost (May 2021) created the impetus for new discussions about structures and processes for community engagement, including the hire of a VP for Governmental Affairs and Community Engagement, and a commitment to refocus and restaff the OEO.

UW is positioned and committed to advancing a community engagement model, using best practices across units, following strategic goals outlined by the OEO Strategic Plan. New initiatives and presidential priorities are infused with the commitment to partnership and reciprocity as well as assessment of stakeholder feedback. As an example, in the reorganization of the Division of Research and Economic Development, a recently appointed AVP for Economic Development oversees statewide offices of the Business Resource Network. The configuration of statewide offices has continued integration of engagement organically with other institutional initiatives such as the Wyoming Innovation Partnership and associated units (e.g., admissions, community colleges, etc.).

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

Academic Affairs and Student Affairs:

First, data gathered through surveys overseen by Student Affairs (e.g., NSSE/FSSE and Student Opinion Survey

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detailed in 7.2) are shared directly with Academic Affairs. Assessment professionals from Student Affairs and the Ellbogen Center for Teaching and Learning (within Academic Affairs) coordinate data analysis and share results with UW administration. Survey results are also posted on the UW website.

These survey results (along with listening sessions conducted by Academic Affairs and the Office of the President) have directly shaped strategic planning priorities for UW's strategic plan, *Breaking Through: 2017-2022*, and the new strategic plan that was completed in January 2023. For example, survey results consistently show a strong interest by students in community engagement opportunities and the high value faculty places on experiential learning. In response, the administration supported the development of the Service Opportunities Acquisition Research (SOAR) platform (adopted 2018), discussed in 8.4 and 11.2, to provide a mechanism to track and analyze students' co-curricular civic engagement more effectively. Ongoing discussion focuses on how to include experiential learning in UW's general-education program (University Studies Program 2015), including outcomes related to scientific research inquiry and civic knowledge and engagement. This is now done individually within individual programs. Discussions within the Next Generation General Education Innovative Pedagogy Committee, constituted by Academic Affairs in AY 2023, will address how service-learning can be systematized and assessed.

Second, Academic Affairs oversees the program-review process, which gathers information on program health, including Higher Learning Commission community engagement measures on a seven-year cycle. The data inform hiring and funding decisions. In 2021, the institution underwent UW Regulation 2-13 Program Reviews, which allow the university to "reorganize, consolidate, reduce and/or discontinue" Academic Programs for a number of reasons including "strategic and/or financial reasons". Such reviews require a period of review to seek feedback from stakeholders including the campus and broader community. Aggregated campus and community feedback had a significant impact on final program decisions.

UW Extension (UWE) Statewide Stakeholder Input Sessions:

Results from the 5 UWE Statewide Stakeholder Input Sessions (detailed in 7.1) are analyzed to help identify issues that have emerged across the state in the programming areas. A statewide summary is written to reflect those issues that were prioritized and had common themes across Wyoming. These are shared with the college dean and Institutional Marketing. Results are used by county, area, and state extension teams to improve existing programming and direct new programming efforts. Items unique to individual counties are shared with the respective county educators to be appropriately addressed in that county. Additionally, results from annual stakeholder input sessions are used to provide a rationale for the outreach component on grant applications and meet federal requirements under the 1998 Agricultural Research, Extension, and Education Reform Act.

In addition, the President, VP for Governmental Affairs and Community Engagement, individual deans, faculty, and staff, who engage through advisory boards and specific engagement programs, maintain innumerable close relationships with stakeholders and conduct their own formal and informal assessments, which support continuous program improvement.

SECTION 8: Outcomes and Impacts

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

This response provides a department-level example.

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All students in the Division of Social Work (SOWK) who are pursuing the masters in social work degree enroll in community engagement for 400-500 hours each year that they are eligible for a practicum (experiential) course.

Each student is assessed by a departmental administrative team and, afterward, by their field practicum instructors each semester during field placement in community engaged work. Students are assessed on nine competencies reflected in departmental accredited learning outcomes: 1) demonstrate ethical and professional behavior; 2) engage diversity and difference in practice; 3) advance human rights and social, economic, and environmental justice; 4) engage in practice-informed research and research-informed practice; 5) engage in policy practice; 6) engage with individuals, families, groups, organizations, and communities; 7) assess individuals, families, groups, organizations, and communities; 8) intervene with individuals, families, groups, organizations, and communities; and 9) evaluate practice with individuals, families, groups, organizations, and communities. Students are placed in agencies throughout the state, allowing in-person connections with clients and broader constituencies allowing them to demonstrate the nine competencies. Students are matched with community partners including mental health centers, school districts, the Governor's Office, and nonprofit organizations. Students are supervised by community social workers or faculty. It is a reciprocal process in which students provide services to agencies in the community, sharing knowledge and skills garnered in the classroom, while the agency offers experiential learning, client and community-based knowledge, and supervision to prepare students to develop and practice their skills.

A comprehensive assessment is conducted at each semester's end to evaluate student learning outcomes. Assessment includes field instructors' feedback, a review of weekly supervision learning logs, a mid-semester visit, and an evaluation by SOWK faculty. Faculty liaison visits provide added support to students, field instructors, and agency partners to develop student learning opportunities. Regular review and updates of the learning contracts agreed upon by students and their field instructors ensure that students demonstrate all social work competencies and social work practice behaviors while working with clients at all levels. Another component of the comprehensive assessment is students' anonymous completion of an instrument designed to assess the learning outcomes in their field seminar course at the end of each semester, a course tied to their internship.

One key finding from these assessment practices is that Social Work students who engaged in these professional internship programs also fully engage in addressing the needs of local communities, including addressing a wide range of pressing needs. For example, students take on-call shifts for domestic violence and sexual assault hotlines, and recently a student developed and facilitated a neurodiverse support group open to the community. Though hosting agencies differ in structure and goals, all are concerned with client and community well-being, and many agencies are directly involved in community planning, development, and policy analysis, necessarily involving their students in identifying and addressing the broader needs of the communities in which they are placed.

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

This response provides a department-level example.

The university's BS in Microbiology prepares majors for the workforce and further study by combining a firm foundation in the basic sciences, the opportunity to specialize in an area of interest, and opportunities to complete laboratory-based or field-based research experiences under the direction of a faculty mentor. One of

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the student learning outcomes related to these experiences is the development of information literacy-access skills as well as the oral and written communication skills necessary to access and evaluate scientific information relevant to contemporary topics and issues in microbiology.

Students are given the opportunity to demonstrate this learning outcome through the Microbiology Capstone Course (MICR 4321), which is a problem-based final course in which students' abilities to engage with their chosen community are learned, demonstrated, and assessed. The capstone course is community-based and informed by systems theory service-learning using action research approaches to problem-solving. Over the prior four years (AY 2019-AY 2022), 86 students have collaborated with community partners including community farms, free care clinics, state public health and environmental labs, and biomedical and agricultural technology industries. The impacts on students' learning and experience, both during college and longitudinally in their careers, have shown that students do master scientific communication and are able to apply that to related skills such as grant writing.

During the course, community partners assess students' professionalism, the relevance of their solutions, and the effectiveness of their communication throughout the semester and in the final products. The mechanisms to employ these ongoing assessments include: 1) after determining with their partners which problems to address, students write an NSF-style grant proposal that includes partner feedback; 2) mid-semester, students create a video documenting their progress in addressing the problem; and 3) partners attend the students' final presentations and offer feedback. Another component of assessment involves recruiting external subject-matter experts to attend students' final presentations and complete assessment sheets meant to determine the extent to which students met learning outcomes related to proposing, executing, and communicating original scientific research. These experts range from professional research scientists working for governmental entities to professors in microbiology.

Students in the capstone course are asked to evaluate both their own work and the structure and effectiveness of the course itself. The primary mechanism for the latter is engagement with students in small-group instructional diagnoses, an assessment strategy that is intended to determine what is working well in the course, what unique opportunities the course provides, and what changes students would like to see. These discussions are led by the Director of the Ellbogen Center for Teaching and Learning. This mechanism of assessment, with students being guided in thinking deeply about their intended and eventual learning outcomes, has been effective in working on the structure of this course to make it a model for preparing students for the workforce. Students have given positive feedback about feeling confident in employing skills necessary such as working in diverse and interdisciplinary teams and in communicating practices and outcomes to varied audiences.

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

Social Work (SOWK) practicum experiences, as described in 8.1, prioritize regular field instructor feedback in concert with faculty engagement with both the field instructor and student. Students anonymously complete an instrument designed to assess the learning outcomes in their field seminar course at the end of each semester, a course tied to their internship. Based on students' feedback, more practical real-life experiences, applications, and community examples are requested. The course was overhauled to incorporate those changes. It now prioritizes real-world applications, inviting social work practitioners to integrate aspects of transformative community engagement to address the complexities of practice and the impact on the personal and professional development of students.

Both field instructors and students also complete an evaluation tool that assesses student learning outcomes to

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examine whether students have acquired social work skills in field settings. Field instructors make adjustments based on these outcomes assessments in partnership with the SOWK faculty. For example, a field instructor changing the students' core responsibilities to ensure that the learning opportunities include all levels of social work practice, micro, mezzo, and macro. This ensures that students develop the knowledge, values, and skills to become competent social workers. Based on outcome assessment, if students are not getting learning opportunities across the different levels of practice, adjustments are made to ensure that happens. This may entail collaborating with other agencies to leverage micro or macro practice components or focus on programs within the same agency to develop a broader range of learning opportunities for students. Field instructors collaborate with faculty liaisons, field team members, and the student.

As indicated in 8.2, the assessment of student learning outcomes in the Microbiology capstone course takes place among faculty, students, field supervisors, and external subject-matter experts.

Feedback from external subject-matter experts who evaluate students' final presentations in poster format have evaluated their introduction section, which focuses on prior research and current context, lower than other sections including methods, results, and conclusions. Faculty explain this based on the course emphasis on designing and conducting original, real-world research activities rather than focusing on the literature review. This assessed pattern has led to a change in course emphasis to budget more time for increasing student mastery in both composing and refining the introductory section, which will allow for greater student mastery in the key course learning outcome of information access and literacy.

Feedback from students has shown that they find uniquely useful the opportunity to cultivate scientific research skills and authentic community-based problem-solving. However, many students indicated that they would like to have subsequent opportunities to use their new expertise in similarly designed courses during which they could devote less time to the "learning curve" associated with student research and more time to engaging in public science. Though this feedback has not yet resulted in a change to the capstone course, the instructor has allowed some students to continue their research through independent studies following their capstone semester, and the course may eventually be redesigned to encompass additional credits and/or additional semesters.

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

The university has institutionalized community engagement activities and learning outcomes for all students through two programs.

The mission of Service, Leadership & Community Engagement (SLCE) Office is "to cultivate engaged global citizens through collaborative experiences and dynamic programs." SLCE offers programs and experiences such as Service Saturdays, Alternative Breaks, and leadership retreats and courses.

A key finding of learning outcomes among students participating in SLCE programs during the pandemic revealed that students who took advantage of opportunities to engage through service activities felt that this was important for their social development and sense of well-being during a time when it was difficult to engage socially. Seeing this, staff members provide a greater number of service opportunities that have the potential to facilitate increased socialization. These opportunities include filling needs among local organizations that can be achieved by students assembling in a social setting, e.g., assembling self-care kits for an organization that supports survivors of domestic violence and sexual assault. SLCE assesses four learning outcomes with all co-

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curricular program participants. This is achieved by sending surveys to participants shortly after the conclusion of each program or event.

Students may also become active in the Service Opportunity Acquisition Research (SOAR) platform that guides students to achieve and document co-curricular activities and level of mastery related to several possible outcomes, including cultural competence, service, career readiness, and communication skills. SOAR is a competency-based program and the experiential activities with which students engage are intended to prepare students to meet unpredictable and complex challenges in the future.

The service component of SOAR includes civic and community engagement activities. Achievement of mastery is based on options for activities that proceed through five levels of engagement, including exposure, interaction, commitment, understanding, and expertise. Examples of activities within the service component might include moving from volunteering in the community to participating in an Alternative Spring Break focused on addressing community-identified issues to leading an Alternative Spring Break.

Assessment of learning outcomes varies from simply tracking attendance to higher-level experiences through ongoing and formative self-reflection. The key finding from these self-reflections is that the experience leads to increased student appreciation for experiential learning, which in turn results in insightful and complex learning. In one typical higher-level self-reflection response, a student organization leader noted the personal reward felt in working with other passionate students in a leadership position for the organization that fostered his/her passion for service work.

Assessment of engagement and learning outcomes among students who participate in the SOAR platform has shown that students value civic engagement and develop a passion for service by looking for other ways to continue being involved with their community. In addition, because the platform is intended to output a formal "co-curricular transcript" that students may use to enhance their academic and job skills resume, all students using SOAR meet the intended outcome related to career readiness.

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

The University of Wyoming (UW) engages with communities across the state, with focused attention on working with Wyoming's eight community colleges to serve students pursuing higher education. As the sole four-year institution in Wyoming, UW is responsible for coordinating directly with the community colleges to create education pathways for students striving for higher education attainment. The highly coordinated degree of response by UW has evolved and been strengthened over the last 15 years in direct response to government, citizen, and community expectations.

UW and Wyoming's colleges agreed that the primary outcome for greater coordination among institutions would be to better serve baccalaureate-seeking students by maximizing the number of transferable credits, decreasing the time for review and adoption of transfer credits, and assisting students with admissions and enrollment processes specific to transfer students. To address these agreed-upon goals, UW and the community colleges implemented an annual Articulation Summit. The Articulation Summit is led by a steering group composed of decision-makers from each institution. At the summit, members of the higher-education community assess student needs based on UW and college data, including a review of an extensive longitudinal data set, and agree upon strategies to respond to identified needs.

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A key finding was that transfer articulations between UW and the colleges needed to be formalized, so that community college students, as well as their advisors and other advocates, could seamlessly transfer to UW while reducing the time and expense involved in taking unnecessary or nontransferable courses. Coordination of statewide resources has resulted in a mutual, organized, readily available system of block articulations and “2+2” agreements that provide transfer students with clear pathways to academic progression and degree attainment.

During this time, both UW and the community colleges found that transfer students still struggled to adapt to university life and did not feel a sense of engagement. In response, UW founded a Transfer Success Office in 2017 charged with identifying and addressing barriers that transfer students may face that prevent or delay their success.

Feedback gathered primarily through annual surveys of transfer students during recruitment and orientation functions across fall 2018 through spring 2020 has involved “touch point mapping” to identify students’ needs and challenges concerning the transfer experience. The top concerns were about housing, engagement, funding, and transfer of credits. The transfer of credits was addressed by the broader group described above. The additional student concerns showed that students did not feel that their demographic profile, often older with non-traditional responsibilities, was reflected in the design of university programming and resources. This has resulted in the creation of transfer student housing, specifically intended to address transfer student needs that may be very different from a typical first-year student; orientation and onboarding programming designed to assist non-traditional students and transfers; peer mentors hired and trained to serve the transfer student population and their diverse needs; and scholarships and funding devoted specifically to supporting transfer students.

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

Over the last few years, the Office of Engagement and Outreach and the Division of Research and Economic Development have each supported projects that have surveyed faculty and staff on topics related to institutional support for community engagement, support for working in transdisciplinary teams, and the current, and potential, impact of visible support on faculty members’ scholarly work. In the Research and Economic Development sponsored project (AY 2021), half of the survey respondents indicated that they considered service-related research and activities to be a key part of their work, but only one-third were satisfied with the level of support they receive in conducting these activities.

President Edward Seidel and Academic Affairs have funded programs that prioritize community engagement among faculty as a high-impact practice central to student success and UW’s role in supporting the well-being of the state. They have bolstered this ideal in strategic planning, the commitment to link engagement to tenure and promotion, and in funding new initiatives that reflect this commitment. For example, in fall 2020, Academic Affairs created a call for faculty, through the Provost’s Strategic Investment Fund, to propose “collaboratories” to promote transdisciplinary, cross-college, Wyoming-wide collaborations addressing the theme of “Accelerating Rural Futures and Resilience.” Faculty members who engage in these formalized collaborations are asked to find solutions to identified problems that will help rural areas survive and thrive in the coming years.

To receive funding, interdisciplinary teams were asked to “demonstrate how they would provide undergraduate and graduate students with a platform for learning how to engage with societal challenges and how to translate knowledge into action” and “demonstrate how they would incorporate deep and sustained two way engagement with external communities and organizations.” Thirty-five interdisciplinary teams of faculty, spanning all

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colleges and in partnership with multiple community partners, applied. The strength of these proposals was assessed by a committee composed of faculty across the disciplines as well as academic and other administrators. Ten collaboratives were selected based on 1) multidimensional benefits to UW and Wyoming, 2) focus on the themes of the competition, and 3) formalized means of engagement with both students and external partners.

Though it is early in the process, UW can report some findings based on the careful development of the competition's call and from applications submitted. First, the number and quality of the applications received show that faculty members want to conduct research under a structure that involves components such as a multidisciplinary approach, the intentional academic and social development of students, and the opportunity to identify and solve problems in our broader communities. Second, this confirms the view that these types of activities are both underfunded and under-rewarded in our academic community. In response, UW has taken steps to organize and systematize the currently decentralized components of UW community engagement practices and will build on this strong base to make additional strategic investments of monetary and other resources in the future (e.g., commitment to reopening Office of Engagement and Outreach in AY 2024).

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

UW has not yet implemented a mechanism for systematic, campus-wide measures of community engagement outcomes and impacts on the campus. In UW's current review of its Next Generation General Education requirements, the responsible committee has been tasked to evaluate appropriate assessment measures, benchmarks, and goals that relate to community engagement and other high-impact practices important for student success. Fortunately, several of UW's professional schools and STEM programs have established practices that serve as reference for future widespread implementation (e.g., examples provided in 8.1 and 8.2). One additional example is provided:

The School of Energy Resources (SER) works with a secondary accrediting agency, American Association of Professional Landmen (AAPL), to assess the school's community engagement in terms of student club community projects (e.g., whether students are involved in projects actively giving back to the Rocky Mountain region) and engagement with the state association chapter of the Wyoming Association of Professional Landmen (WAPL). SER collects data in two ways and reports it annually as well as through a comprehensive review that involves a site visit every five years.

The AAPL assessment relies on bi-annual survey data from students in the resource management major, including questions that AAPL requires UW to report. The AAPL is interested in student engagement and whether they participate in clubs, have outside obligations, work while being a student, and if they will have the opportunity to engage in a summer internship. The WAPL requires UW to have a recognized club that tasks students with designing community engagement activities throughout the year. The club has a dedicated advisor who works closely with the club's student leadership to promote and report on community engagement activities. These activities impact students through experiential learning and lead to opportunities for forming professional networks, which develops new skill sets and ultimately toward job placement upon graduation.

Having these responsibilities on behalf of AAPL has created a robust assessment culture, which informs a number of SER actions. The SER Industry Advisory Board, made up of industry, government, and community representatives, reviews the confidential results of these student surveys. The results have led to curricular changes in the program, course edits, alterations in career services programming, and greater industry connections to enhance internship opportunities. The results are shared with SER faculty and have led to an

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expansion of the student survey to gather additional information on diversity/equity/inclusion, rates of course completion/retention, and improved recruitment efforts.

The guidelines provided by AAPL for the School of Energy Resources, in conjunction with other assessment practices illustrated in examples provided in 8.1 and 8.2, provide the scaffolding, process, and practices that UW can build upon for more widespread adoption of student learning outcomes assessment across the institution.

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

As the sole four-year institution in Wyoming, close relationships develop among constituent partners at the institutional, college, department, and unit levels. These relationships lead to a variety of formal and informal practices that guarantee that partner voices are part of program development, practice, and assessment. These examples reveal that there are current practices that might serve as exemplars in developing systematic practices in assessment of community engagement at the institutional level. The Carnegie application self-study has revealed a need for, and the value of, adopting more systematic measures.

In 8.4, the discussion of the Service Opportunity Acquisition Research (SOAR) student co-curricular engagement platform reveals that little dissemination of information is conducted beyond the creation of an annual report. However, these data are used for a number of strategic-planning purposes as questions arise about students' personal, social, and civic development. Further, the information has been important for shaping the agenda in the new general education curriculum review underway now. The next steps are determining how to communicate and report the extent to which students are developing non-academic competencies and what additional support is needed.

In 8.5, the university's partnership with community colleges for annual articulation summits shows how the university and the colleges work jointly to develop goals to ensure student success across Wyoming's P-16 system. These include joint goals for student educational attainment and transfer relationships between community colleges and the university using extensive longitudinal data and surveys of transfer students. The section outlines several ways in which the data have been used to improve the student experience.

In 8.6., the discussion reveals that administration and faculty believe clearer faculty reward and award structures should be available for community engagement work, and this goal has now been included in UW strategic plans. Further, Provost Kevin Carman initiated this conversation with the Faculty Senate to gain buy-in. UW purchased and implemented software to allow faculty to log and maintain up-to-date information related to teaching, research, and service. UW adapted the software to enable reporting categories for community engagement and service activities to both highlight interest in these types of activities and to encourage full reporting of the time, resources, and expertise put toward engagement and service. In addition, Academic Affairs is drafting a guidance document for a discussion of community engagement in relation to the tenure and promotion process (see detailed discussion in 9.9 and 9.10).

In 8.7, the School of Energy Resources (SER) example is typical of other professional school exemplars who use assessment data gathered for program review and adaptation, as well as report them to college administration, external advisory boards, and/or external stakeholders. For example, the SER assessment data are reviewed by the faculty and the SER Industry Advisory Board which has led to curricular program changes to improve student experiences and the number of opportunities available to them.

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

The University of Wyoming (UW) views student diversity from a variety of perspectives including students underrepresented in certain degree fields or in higher education in general including students of minority race and ethnicity, women in STEM fields, and students with disabilities. In addition, data is gathered on the socioeconomic status of students and their families including first-generation status (those parents who do not have a 4-year baccalaureate degree) and those from limited-income families (based on being Pell-eligible). UW collects data from students on each of these characteristics on entry to the university and, in reference to characteristics that may change, such as family income, throughout their tenure with UW.

UW is a majority-white institution, reflecting the larger demographic profile of the state and the high percentage of resident students who attend UW. Because the percentage of non-white students in 2018-19, the year from which course data is drawn for this application, is low (14% among undergraduates and 9% among graduate students), it can be difficult to draw conclusions about those students who engage in community engaged courses. However, we can say that among students at both levels of study, there are a higher percentage of non-white students enrolled, especially among graduate students. Among undergraduates, students of minority race/ethnicity account for 14% of all students enrolled versus 16% of those enrolled in community engaged courses, a difference of 2 percentage points. Ethnic minority graduate students represent 9% of all students enrolled versus 14% of those enrolled in community engaged courses, a difference of 5 percentage points.

There are a higher percentage of women engaging in community engaged courses at both levels of study when compared to the overall percentage of women taking courses. Among undergraduates, women account for 51% of all students enrolled versus 56% of those in community engaged courses, a difference of 5 percentage points. Among graduate students, women are 53% overall versus 73% of those enrolled in community engaged courses, a difference of 20 percentage points.

Regarding student outcomes, UW undergraduates who are underrepresented in higher education and/or who experience socioeconomic disadvantages are drawn to majors in the “helping professions” and tend to choose degree programs in disciplines such as Social Work, Nursing, Education, Journalism, Family and Consumer Sciences, etc. Among those who graduated in 2019 with degrees in these types of disciplines, 68% were students who met the criteria of underrepresentation and/or disadvantage (ethnic/racial minority, first generation, low-income, or a student with a disability), over 50% of them in two or more categories. At the undergraduate level, 37% of the community engaged courses offered at UW were in the degree programs to which these students are drawn. This is not a small percentage; however, increasing the range of community engaged course offerings within those degree programs would necessarily increase the percentage of disadvantaged students who engage in them.

10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged

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courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.

The study completed on community engaged courses (detailed in Section 10) reveals that the racial/ethnic minority (EM) status of faculty teaching all courses in 2018-19 versus those teaching community engaged courses are very similar to each other (6-8%). However, at 14-16%, the percentage of undergraduate and graduate EM students enrolled in community engaged courses is double that of the faculty who teach them. Given that the percentage of EM faculty teaching community engaged courses is at about the same rate as all faculty, this disparity is due to the overall low number of EM faculty available and not necessarily a lack of support for community engaged course offerings among faculty, departments, and others.

We find that the percentage of women teaching community engaged graduate courses is much higher than that of women teaching all courses. Women provided 76% of the instruction in graduate-level community engaged courses versus 58% among all courses taught, a difference of 18 percentage points. There is a similarly high representation of women enrolled in graduate-level community engaged courses with women representing 53% of all graduate students, but 73% of those enrolled in community engaged courses.

Because it is not the practice of most universities to ask faculty to provide information about their past socioeconomic status as undergraduates, we cannot compare their statuses to that of students. We can, however, draw some anecdotal information from the experience of students and faculty who engage in UW's McNair Scholars Program, a federally funded program offering intensive support and funded undergraduate research experiences to students who are first-generation and low-income students and/or who identify as a racial/ethnic minority with the goal of helping them to enter graduate school and earn a PhD.

SECTION 9: Faculty and Staff

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

The self-study completed as part of this application process by the Carnegie Community Engagement Task Force has highlighted what support has been available on campus as well as the need for more organized professional development programs to support community engagement moving forward.

All academic faculty have access to travel funds from their respective department, college, or unit level, which may be used for scholarly and professional activities relevant to community engagement. Recipients are eligible to be reimbursed for membership dues in professional organizations related to their disciplines. There are numerous awards presented to faculty within various units.

In the STEM fields, there are several centers and institutes that provide professional development support for faculty interested in enhancing their community engagement toolkit. Two examples are provided. First, the Science Initiative Learning Actively Mentoring Program (LAMP) facilitates a yearlong, educational development program (detailed in 13.2.H). Since the inception of the program in 2016 through 2022, LAMP has trained 129 college educators from UW as well as faculty from six Wyoming community colleges. Second, the Science Math Teaching Center (SMTC) faculty serve as a resource for faculty and teachers by providing ongoing professional

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development and outreach services for UW and the broader community.

The Ellbogen Center for Teaching and Learning supports twenty faculty members to participate in the annual John P. Ellbogen Summer Institute modeled after the Great Teaching Retreat, which provides a high-quality, personalized learning experience to promote excellence in teaching and learning, including building community and expertise in service-learning and project-based learning.

The Office of the President funded professional development opportunities through the auspices of the Office of Engagement and Outreach (OEO) in AY 2019 and AY 2020. First, OEO collaborated with the Service, Leadership & Community Engagement (SLCE) Office to launch a professional development workshop series for faculty and staff focused on community engagement with events each semester. Second, OEO worked with Research and Economic Development to provide greater support for those planning their broader-impacts work as part of grant applications. Third, OEO developed a toolkit for community engagement and offered individual consulting for engagement and outreach efforts. Changes in leadership and the pandemic shifted the focus of OEO for two years to focus on UW's COVID response.

Until Spring 2020, SLCE provided mini-grants for curricular development to support faculty wishing to design a new community engagement and service-learning course or to add a service-learning component to an existing course. These grants were typically \$500-\$700 and awarded to 6-8 faculty each year. The faculty worked as a cohort to develop their community service and service-learning courses.

Reorganization of OEO with new leadership and changes within Research and Economic Development (detailed in 7.4) provide new impetus to prioritize and fund faculty professional development in community engagement and broader impacts. Further, new general education discussions are underway, regarding experiential and community engaged/service-learning opportunities for students, to refocus attention on SLCE mini-grants to support service-learning courses.

2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement:

- Professional development programs
- Facilitation of partnerships
- Remote/on-line community engagement
- Student teaching assistants
- Planning/design stipends
- Support for student transportation
- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria
- Program grants
- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

Support services and programs are available at the University of Wyoming (UW) to advance high-quality community engagement practices. The three examples discussed below demonstrate support services, which build capacity through professional development, digital/technological support, and program grants to build capacity to serve communities across the state of Wyoming and beyond.

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Professional Development Programs:

The University of Wyoming Science Communication Initiative (WySCI) was created by a grassroots network of faculty committed to enhancing the practice of community engagement across the institution in the absence of formal professional development opportunities. WySCI collaborates with 16+ units across campus, including the Biodiversity Institute, College of Engineering and Physical Sciences, College of Arts and Sciences, College of Agriculture, Life Sciences and Natural Resources, as well as UW initiatives such as the Science Initiative, Wyoming INBRE, and Wyoming NSF EPSCoR, among others, to enhance the university's capacity to communicate science effectively within the state, region, nation, and international arenas. It began in 2017 to leverage UW's science communication (SciComm), public engagement, and broader impacts expertise to promote strategic directions for UW. WySCI supports, creates, and values three major areas of SciComm/Broader Impacts work: skill building, research and capacity building, and culture shifts to enhance the value and community around this work. WySCI offers grant writing consultations, a free self-paced science communication certificate that enables participants to complete a core certification in the best practices and science of science communication, broader-impacts collaborations, public-engagement consulting, and various scientific communication resources and newsletters. Since its inception in 2021, SciComm Certification has had 75 participants, supported 15 semester-long courses, and provided 23 campus trainings and workshops with more than 300 participants.

Remote/On-line Community Engagement:

The Ellbogen Center for Teaching and Learning (ECTL) offers remote teaching and deliberative dialogue support, which increased in response to the COVID-19 pandemic and the resulting move to remote learning on campus and across Wyoming K-12 schools. This support has been available to both UW faculty and K-12 teachers, as well as to the public.

In accordance with the UW COVID-19 Action Plan of March 16, 2020, ECTL mobilized its staff and resources to support all faculty teaching online. This effort created permanent resources and support for faculty for online/remote instruction. ECTL Resources include:

-In partnership with Information Technology (IT), ECTL created a website for teaching and working remotely, including specific information about using many of the tools available.

-ECTL offers instructional webinars (e.g., "Best Practices for Remote Learning") and houses videos to address a variety of other remote-learning tools. Resources are updated regularly.

Further, UW's Information Technology Training program (UWIT Training) teaches a wide range of computer and technology skills through live workshops and self-paced training modules. From fall 2019 until the end of the AY 2022, UWIT had over 650 non-UW training registrations in courses covering cybersecurity, online collaboration, as well as a multitude of other topics.

Program Grants:

Various University of Wyoming units provide program grant opportunities to enhance faculty community engagement practices. While specific programs have changed over time, the continuation of many programs emphasizing community and civic engagement demonstrates an ongoing commitment to such program grants and interest on the part of UW personnel in having these opportunities.

The Office of the President has funded program grants that enhance community engagement. Two examples are provided below:

-The Office of Engagement and Outreach began a Faculty Engagement Fellowship Program in AY 2019. The goal

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of these fellowships was to invite proposals from a broad range of disciplines across UW from people working in public engagement, engaged teaching, engaged scholarship, and outreach focused on community impacts. Fellows received a \$10,000 stipend and \$2,000 to support engagement programming or conference support. Fellows were asked to commit to 2-3 meetings per semester to share workshop projects collaboratively with faculty and outreach specialists, participate in faculty development seminars, and organize at least one significant outreach program series both on and off campus focusing on faculty development and/or enhancing community engagement and outreach in their field of study. Projects included work on legal training with public librarians, K-12 science programming, and women's suffrage programming, among other projects. Four fellowships were funded in AY 2019 and AY 2020.

-In AY 2022, UW President Seidel instituted a new Presidential Fellows Program designed to elevate and facilitate faculty-led projects that advance the university, including UW strategic planning goals. The faculty selected to be Presidential Fellows work in close collaboration with the Office of the President and other university offices on projects that enhance the academic, research, economic development, and civic-engagement missions of the university. Presidential Fellows receive a stipend of \$10,000 for the academic year as well as \$5,000 to support other expenses (e.g., course release, conference attendance). Three of the four awards in the first year focused on community engagement projects including: 1) a faculty member leading efforts to engage in science with Wyoming communities across the state; 2) a faculty member creating international partnerships and continuing her work on dual-language immersion programs in K-12 schools across the state; and 3) a faculty member working with the Vice President for Governmental Affairs and Community Engagement on state government and community relations.

The Wyoming Institute for Humanities Research (WIHR) offers research grant support for UW faculty in the humanities. Annually, 12 recipients receive a stipend and meet weekly as a cohort group across the year to promote interdisciplinary project development. Special consideration is given to projects with a public-facing purpose and projects that share their work with the community. Further, participants in WIHR's Democracy Laboratory take part in an interdisciplinary curriculum designed to facilitate their individual projects, develop community engagement skills, and become more productively engaged citizens.

The Global Engagement Office supports faculty and student global engagement through two offices. First, the Center for Global Studies provides grants to 15-20 faculty and staff supporting internationally engaged research, teaching, and partnership development. Second, Education Abroad provides faculty development grants for international partnership development and funding to support 25-30 faculty-led, study-abroad courses annually that help engage UW students in the world.

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

The University of Wyoming (UW), as the state's sole 4-year public higher education institution, prioritizes employing a workforce that engages with the wider community. Community members regularly serve on search committees for senior administrative hires such as UW President, UW Provost and Executive Vice President, and other executive positions.

While search and recruitment policies or practices are college-specific and, in some cases, department-specific, faculty searches often ask for faculty expertise in and commitment to community engagement. The university uses a job posting template for faculty and staff positions that includes the following statement: "The state of Wyoming continues to invest in its university, helping to make it a leader in academics, research, and outreach."

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Departments insert minimum and desired qualifications that can reflect the commitment to community engagement. For example, a recent job advertisement for an Assistant Professor in the School of Computing with a joint appointment in one of the Humanities/Social Science departments, states: "The successful candidates are expected to teach courses that include computing in their own discipline as well as general computing across disciplines; mentor undergraduate, MS and PhD research scholars; and contribute to the School's impact across Wyoming via initiatives in economic development, social entrepreneurship, outreach, and other engagement strategies."

The following examples from the College of Agriculture, Life Sciences and Natural Resources demonstrate how the hiring of faculty and educators with expertise in and commitment to community engagement are central to its mission:

Faculty in the college's "legacy Ag" departments (e.g., Agricultural and Applied Economics, Animal Science, Ecosystem Science and Management, Family and Consumer Sciences, Molecular Biology, Plant Sciences, and Veterinary Sciences) either have partial UW Extension (UWE) appointments or have research partially supported by one of UW's four Agricultural Experiment Stations (AES). An AES research appointment requires engagement in research that addresses priorities set by USDA and local needs assessments. As such, consideration of ability and commitment to research that improves quality of life within their disciplinary focus is a key consideration during the hiring process. Further, College of Business faculty/staff serving in the Center for Business and Economic Analysis, and various departments within the College of Engineering and Physical Sciences also have partial UWE appointments.

These faculty and educators with full appointments or affiliation with UWE are directly part of the university's educational outreach system and "form an essential link between the people of Wyoming and the teaching, research, and service missions of the University."

More specifically, extension educators identify the needs of people in communities; develop, manage, and implement educational and research programs to meet these needs; and evaluate and document changes that occur in response to these programs. To meet these responsibilities, extension educators must exhibit high levels of professional, scientific, educational, and community-relations skills. Each educator must have experience in a field related to agriculture, youth development, community and economic development, family and consumer sciences, or others as deemed appropriate by the Director of Extension.

4. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)

My campus has a tenure and promotion structure defined at the department level.

My campus has a tenure and promotion structure defined at the school level.

My campus has a tenure and promotion structure defined at the institutional level.

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

In accordance with UW Regulation 2-7, academic units and colleges have the authority and responsibility to develop college or unit policies and procedures that specify performance standards and expectations for their

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tenure-track faculty and non-tenure-track faculty. These standards must align with university-level regulations, standard administrative policies and procedures (SAPPs), and guidance documents provided by Academic Affairs. For example, in UW Regulation 2-7, overarching criteria are provided (i.e., creative development, advancement of knowledge, and dissemination of knowledge). “These criteria may be demonstrated in the University’s functions of teaching, research, creative contributions, extension, outreach/engagement, service to the state of Wyoming, professional service, and other University-related activities and services.” One of those functions, professional service, as defined in a university-level SAPPs, “refers exclusively to work that draws upon one’s professional expertise and is an outgrowth of one’s academic discipline and implies the use of academic and professional expertise of University faculty to serve the community, the state, the nation, and the world.” While the expectation and inclusion of community engagement differ by department and college, all faculty have a service expectation in their job expectations and descriptions.

The Haub School of Environment and Natural Resources explicitly illustrates an academic unit that has built upon broad university criteria to explicitly highlight community engagement as part of research/creative activity, teaching, and service expectations across all levels of faculty reappointment, tenure, and promotion.

The school defines outreach and engagement as “a form of scholarship that integrates all the mission dimensions of the university (teaching, research/creative activities, and service) to build reciprocal relationships between the university and the communities it serves.” Engaged scholarship means including communities in learning and problem-solving while valuing co-creation of knowledge and expertise that enhances the institution’s academic excellence. Evidence of outreach and engagement activities include: 1) effective information sharing through science and/or policy communication, community engagement, creative works, popular articles, op-eds, and other forms of scholarship to non-academic audiences; 2) information synthesis on environment and natural resources topics (e.g. a bulletin, research brief, etc.); 3) advising government agencies, industries, or professional groups; 4) collaborations with constituencies outside the university including businesses, government units, and nonprofits; 5) organizing or leading workshops, continuing legal education, conferences, speaker series, seminars, collaborative decision-making and problem-solving processes, and other events with campus and/or off-campus publics; and 6) presentations at local, state, national, or international forums.

Expectations for assistant, associate, and full professors include: develop active outreach and engagement efforts; network with peers and external stakeholders to develop relationships that will contribute toward future outreach endeavors; participate in outreach and engagement efforts such as workshops, continuing legal education, conferences, speaker series, seminars, collaborative decision-making, and problem-solving processes, etc.; apply for internal or external grants pertinent to outreach or engagement opportunities if their field typically is funded by grants; publish bulletins, research briefs, and popular publications; and demonstrate the potential for a continuous record of active outreach and engagement.

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

a. Community engaged teaching and learning (maximum word count 500):

Specific criteria for faculty reappointment, tenure, and promotion (RTP) are developed within departments, colleges, and schools, based in disciplinary norms, and in accordance with UW regulations, processes, and procedures. All examples provided are from the department or school level.

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Community Engaged Teaching:

First, UW's Haub School of Environment and Natural Resources, as detailed in 9.5, integrates community engaged teaching to all the mission dimensions of the university (teaching, research/creative activities, and service). Faculty at all levels have outreach and engagement specifically identified within their RTP guidelines.

Haub School RTP Expectations note, "we value and reward co-creation of innovation, knowledge, and expertise and we help connect UW's educational programs and resources to our communities and all people. This work includes connecting to local, state, national and international constituencies and including communities in learning and problem-solving while valuing co-creation of knowledge and expertise which enhances the institution's academic excellence." Teaching and mentoring may include:

- Designing, preparing, and delivering credit courses including, but not limited to: traditional classroom courses; interdisciplinary, collaborative, or team-taught courses; field experiences; project-based community engaged courses; clinical courses; seminars; professional semesters; and distance learning courses;

- Supervising and/or directing internships, independent studies, and practica;

- Conferring with students on course materials in class and outside of class;

- Contributing to curricular development including the design or substantial revision of courses, field experiences, and/or academic programs; and

- Chairing graduate dissertations, theses, and plan B theses projects, and mentoring undergraduate honors capstone projects."

Second, within the College of Education, Reappointment, Tenure, Fixed-term, Promotion and Post-Tenure Guidelines emphasize the overlapping and positive nature of teaching, research, and service in education disciplines. They are seen as "integrated parts of the whole job description; where possible, faculty members should look for opportunities in which each part can inform the other. Thus, faculty members' contributions should be viewed holistically across teaching, research, service/advising, and professional development."

College of Education faculty are expected to perform at a high level in their teaching and teaching may take place in a variety of delivery modes in the college. Evaluation of teaching effectiveness is conducted within the context of teaching including: "face-to-face, online, videoconferencing, hybrid, and supervision of practica, internships, and/or residency."

All faculty must demonstrate the ability to structure productive and engaging learning environments. "Examples of activities include service, scholarship, administration, continuing education, mentorship, internal/external funding, and curriculum development. Professional development also includes the facilitation, outreach, and training in P-12 settings or organizations and agencies related to the candidate's field."

Third, within the Honors College all faculty are instructional professors. RTP guidelines in the college "recognize that teaching excellence can also be demonstrated through a variety of other activities," including: "curriculum development," "development of study abroad courses," and "integrating outside speakers and scholars into the classroom, including formal collaboration with community partners on in-course projects."

b. Community engaged research and creative activity (maximum word count 500):

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Community Engaged Research:

First, the Haub School of Environment and Natural Resources defines community engaged scholarship as work based on “reciprocal relationships between the university and the communities it serves” and “including communities in learning and problem solving while valuing co-creation of knowledge and expertise which enhances the institution’s academic excellence.”

In its research and creative activity expectations, the school emphasizes that “we value work that is focused within the individual's field as well as the candidate’s interdisciplinary, multidisciplinary, and collaborative work. Every candidate’s body of work will be based on a high level of professional expertise; give evidence of originality; be documented and validated through peer review, critique, or scholarly review, as appropriate for the field; be communicated in appropriate ways so as to have impact within the candidate’s field and significance beyond the university; and reveal the candidate’s commitment to continuous intellectual development.”

In its impact, relevance and recognition section: “In all job functions, a faculty member moving through the ranks should be able to document increasing or sustained impacts of their scholarly work. Impact and relevance can be measured by journal and other citations; a broadening of the output portfolio to reflect demand from diverse audiences; invitations to speak and participate in regional, national, and international events; and feedback from stakeholders. Impact and relevance should result in increasing recognition and rewards from peers, clientele, students, and administrators. For example, invitations should be increasing to participate in symposia, give invited talks, etc.”

Second, RTP guidelines for Research Expectations in the School of Nursing in the College of Health Sciences discuss “Scholarship of Discovery, Integration, and Application.” Of most relevance is Application Scholarship: “the scholarship generated through practice.” It directly links other forms of scholarship (e.g., discovery, integration) with practice. “The process involves dynamic engagement and the translation of new knowledge, and the evidence base into practical interventions that prevent or solve problems, or improve the difficulties experienced by individuals, groups, communities, and health care delivery systems.” Practice is conducted through, but not limited to, “the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality-of-life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.”

The School of Nursing provides examples of scholarly work that can be tied directly to community engaged work and outcomes. These include: “compilation and analysis of patient or health services outcomes, policy analysis related to practice, practice protocols/strategies, evaluation of systems of care, analysis of innovative health care delivery models, clinical demonstration projects, systematic reviews or meta-analyses, or other practice related topics.” Specifically, to application scholarship: “Presentations related to practice; Consultation reports; Peer reviews of practice and quality improvement efforts; Grant awards in support of practice; Serves as lead on or member of efforts to advance application knowledge; State, regional, national, or international recognition as a master practitioner; Professional certifications, degrees, and other specialty credentials ... and Products, patents, license, copyrights.”

c. Community engagement as a form of service (maximum word count 500):

Community Engaged Service:

The service category in UW reappointment, tenure, and promotion (RTP) guidelines provides the most well-developed criteria that references community engaged activities explicitly.

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The School of Culture, Gender and Social Justice in the College of Arts and Sciences provides an example of commonly used language in UW departmental/school service RTP guidelines. This school is made up of five interdisciplinary programs, including African American and Diaspora Studies, Gender and Women's Studies, Latina/o Studies, Native American and Indigenous Studies. In 2022, American Studies joined the school. Collectively all have a strong emphasis on service to the community.

The school collectively defines service as "making a positive contribution to the community, whether defined at the level of the program, department/school, college, university, profession, locality, tribal community, state, nation, or world." These activities include, but are not limited to: "serving on working committees and boards of directors, consulting for community groups, governmental organizations, or public service organizations, academic subject-based presentations in civic organizations or schools, appearances in the intellectual community based on academic expertise, holding public office, serving as a public intellectual/community expert through writing, participation in social media, etc., and spearheading/supervising service-learning activities." Service to a program, school, college, the university, and profession are delineated separately from service to the community.

For those with appointments in the Native American and Indigenous Studies program, there is a specific expectation: "to interact as a partner with and a resource for tribal communities in the region and Native students on campus. Service to tribal communities includes but is not limited to: serving as a volunteer consultant to tribal communities and/or tribal organizations, serving tribal communities through volunteer activities such as serving on a tribal college advisory committee, presentations to community and state organizations based on expertise in the area, and providing information and analysis to news media."

Review for reappointment, tenure, and promotion requires that the "candidate must establish a competent and evolving service record of activities" that "goes beyond the university community to the state, national, and/or international levels." The school's RTP post-tenure service criteria directly references university post-tenure review guidelines, which emphasizes an expectation for faculty to meet these service obligations in their job descriptions.

Similarly, the professional schools and their associated departments explicitly discuss community engagement as a form of service, particularly as related to industry as well as public constituents. For example, Civil and Architectural Engineering and Construction Management describe community engagement activities "as part of essential duties." Mechanical Engineering describes "community engaged service" to include "providing consulting or technical assistance to organizations external to the university, professional service instruction in the form of continuing education, workshops, etc." and activities that include "K-12 outreach activities; formal service to a community organization or public body."

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

Community engagement is referenced explicitly in the reappointment, tenure, and promotion (RTP) criteria for teaching, research, and service in a subset of colleges and departments at the university. These include the professional schools (e.g., College of Health Sciences, Engineering and Physical Sciences, etc.), but also the Haub School of Environment and Natural Resources and within "legacy Ag" departments whose personnel also have extension appointments in the College of Agriculture, Life Sciences and Natural Resources. On the other hand, all departments provide a consistent definition of service, which includes reference to the university's mission to serve the "local community, the state, and the world."

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Examples of how community engagement is referenced in RTP guidance documents in other departments/schools are discussed below.

-Teaching. Criteria within the RTP documents related to teaching lists traditional instructional modes as the core basis for evaluation. However, common examples focusing on one-on-one teaching with graduate students, undergraduate research, applied courses, supervision of internships, and instruction in capstones. These demonstrate a plethora of community engaged courses allowed, and even encouraged within a wide range of departments. Review of RTP guidelines for this question corresponds to the review of community engaged courses, broadly defined, detailed in 10.1 and 10.4. Further, a range of departments, including Plant Sciences also emphasize the importance of collaboration with Wyoming community colleges, participation in campus-wide programs, contributions to internationalization (e.g., faculty-led, study-abroad courses), and courses with extension and research activities with extension.

-Research. As a general principle, RTP criteria for research emphasize peer-reviewed publications as primary evidence for research productivity. While other research products may take many forms, and “research productivity other than peer-reviewed publications can be viewed favorably in certain circumstances”, acceptable activities for consideration are defined by individual departments, schools, and colleges, but are not substitutes for refereed publications. For example, within the social science departments and in law, reference is made to the relevance to society of research work as well as public-facing outlets. UW’s professional schools include patents, technical reports, consulting, professional reports, articles in popular magazines, websites, etc. English as well as Communication and Journalism note journalistic work, public intellectual work, exhibits, and public-outreach projects.

-Service. Community service in departments, schools, and colleges is defined based on the university mission and as applicable to the community each discipline serves. Examples include: Honors College “Service in the Community” includes “Statewide engagement through lectures, readings, service in schools, on grant committees and boards;” Sociology defines additional service contributions to include “not-for-profit organizations, the community, and local, state, and national government as well as news media analysis;” Nursing has a “practice and service mission” while departments in the College of Business reference assisting with Wyoming’s economic development.

This review of RTP guidance documents demonstrated that exemplars from the professional schools, the Haub School, and “legacy Ag” departments provide a strong basis that can be built upon to encourage other departments and schools to make community engagement an explicit component of their reappointment, tenure, and promotion processes.

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

As noted previously, UW’s professional schools commonly include language that specifically rewards faculty for community engagement across teaching, research/creative activity, and service in reappointment, tenure, and promotion (RTP) documents. These academic units -- as well as examples noted above in Questions 9.5, 9.6, & 9.7 -- serve as exemplars other university units can emulate to develop guidance that rewards faculty commitment to community engagement across teaching, research/creative activity, and service. The text from RTP documents provided below are from the College of Agriculture, Life Sciences and Natural Resources, College of Health Sciences, and College of Engineering and Physical Sciences.

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Department of Family and Consumer Sciences (College of Agriculture, Life Sciences and Natural Resources) RTP Criteria:

-“As Wyoming's only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.”

-“Our mission is to enhance the physical, social, and economic well-being of individuals, families, and communities, emphasizing healthy and sustainable living across the lifespan. We fulfill our mission through instructional, research, and outreach/extension efforts that challenge, motivate, and inspire.”

-“When Extension is a significant component of a Family and Consumer Sciences appointment, Extension performance must be reviewed within the same academic self-governance process and with the same care applied to review of teaching and scholarship performance.”

-“Extension, where educational resources are developed for off-campus clientele, may include: Teaching activities from a formally organized setting to one-on-one interactions; Applied and/or demonstrated research directed toward solving current problems and concerns; Converting research results to provide problem-oriented information and education”

-“Since UW is a land-grant institution, service is an expectation of all employees. Service should complement one's teaching/scholarship skills”

School of Nursing (College of Health Sciences) Mission Vision Promotion Criteria:

-Criteria and Examples for Scholarship of Discovery, Integration, and Application: “1) Application Scholarship is the scholarship generated through practice; 2) It directly links other forms of scholarship with practice; 3) The process involves dynamic engagement and the translation of new knowledge and the evidence base into practical interventions that prevent or solve problems, or improve the difficulties experienced by individuals, groups, communities, and health care delivery systems”

-Criteria of Rank for service for faculty at all levels: “Serves in community and professional organization according to expertise and interest. Demonstrates evolving leadership in service activities.”

Department of Civil and Architectural Engineering and Construction Management (College of Engineering and Physical Sciences) RTP Criteria:

-Research: “Community engaged research/scholarship is also valued. Working with public agencies or community groups often represents significant effort in project management.”

-Teaching: Evidence for effective teaching will also include: “Community engaged teaching (service-learning)” and “Curriculum development activities; course coordination; articulation of course material with Community Colleges.”

-Community engaged service activities may include: “Public talks, workshops, and meetings; K-12 outreach activities; Formal service to a community organization or public body.”

9. Describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and

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

In 2019, under the auspices of the Board of Trustees, Office of the President, and Academic Affairs, the university underwent a complete overhaul of its regulations, policies and procedures. During this process, UW Regulation 2-7, which focuses on reappointment, tenure, and promotion (RTP) was revised to include reference to outreach and engagement as functions faculty may carry out and be evaluated on for RTP. This addition provided colleges and departments with the ability to incorporate community engagement into their standards/expectation documents. Any changes to university-level policies for academic personnel, including RTP, must be approved through a lengthy shared governance process (UW Regulation 1-4: Shared Governance) which includes the Faculty Senate. The UW Board of Trustees has final approval. These guidelines will be under review in AY 2024 following the process outlined in Question 9.10.

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

A process for making changes in the university's reappointment, tenure, and promotion guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service was started in fall 2019. Academic Affairs tasked the director of the Office of Engagement and Outreach to work with the UW Engagement Council (UWEC), with representation from each college/school, to provide a white paper to the Provost showing how more specific guidelines could be integrated into university regulations, policies, and procedures.

The UWEC White Paper recommended revising criteria in annual evaluation, performance reviews, and reappointment, tenure, and promotion (RTP) processes in order to develop a university-level protocol regarding outreach and engagement criteria across the teaching, research/creative activity, and service missions. The white paper provided background and general discussion to situate the outreach and engagement discussion within UW's mission, a discussion on the national debate for engagement at institutions of higher education, and specific recommendations for UW's RTP, including sample language for consideration. This white paper was presented to Academic Affairs in January 2020. Due to the disruption of the COVID-19 pandemic and a turnover in leadership, work on this project was delayed.

Early in the fall 2022, Provost Carman asked the Faculty Senate Executive Committee to consider a modification to UW Regulation 2-7 that would explicitly address community engaged teaching and research. The committee preferred having a university-level policy on community engagement to review before engaging in the time-intensive process of revising a university regulation. In response, the Provost charged his executive team to

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prepare a draft Pythian paper on “Best Practices for Considering Community Engagement as a Component of Academic Performance.” Pythian papers reflect the Academic Affairs philosophy and perspectives on academic careers and matters important to the university and academic personnel. Some of the existing papers include “Best Practices for Hiring Tenure-Track Faculty and Extended-Term-Track Academic Professionals,” “Best Practices for Promotion to Full Professor,” “Considering Collegiality and Service as Components of Academic Performance,” and “Making Tenure Decisions: Philosophy, Criteria, and Expectations.” The first draft of the new Pythian paper has been completed. It provides definitions of outreach, engagement, and extension. The benefits of community engaged teaching and scholarship for faculty, students, the institution, and the state are defined. Guidance and recommendations are provided on how it can be recognized and rewarded in the performance-review process. Once the draft has been finalized, the Faculty Senate Executive Committee will be invited to provide feedback before the paper is published and shared with the university community. It is anticipated this process will be completed by the end of the academic year. Once done, the Provost and Faculty Senate Executive Committee will revisit the university regulation to determine what changes may be needed.

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

Despite pandemic challenges, from AY 2020 through AY 2022, the university’s professional and classified staff were involved in significant professional activities advancing virtual and in-person community engagement programming and scholarship.

In the Service, Leadership & Community Engagement (SLCE) Office, Richard Raridon (SLCE Program Coordinator, Sr.) and Shelby Kennedy (SLCE Project Coordinator, Sr.) described the Big Event at the University of Wyoming as part of a session titled “Giving Back in a Pandemic” at the One Big Thanks Conference in October 2020. The Big Event is a one-day service program started by Texas A&M in 1982 and replicated at over 170 other institutions nationally. As stated in a press release from conference host, Texas A&M, “The purpose of the national conference is to bring together The Big Event students and advisers from across the country to collaborate, hear speakers, and learn more about improving their processes.” Raridon also served on the Campus Compact of the Mountain West Advisory Board for several years until its dissolution in 2021.

Alec Muthig, technologist and program manager with UW Information Technology, has served as part of the founding team for UW’s Pathways from Prison program which provides high-quality college courses to incarcerated women and men at no cost through generous volunteer support of staff, faculty, and students. Along with a multi-university team, Muthig co-authored a peer-reviewed article in *The Journal of Correctional Education* (April 2020) focusing on higher education in prison. It presented a pilot study of approaches and modes of delivery in eight prison administrations – including the Wyoming model. Highlighted further in Question 4.1, the Pathways from Prison project is UW’s award-winning program that provides free credit classes to incarcerated Wyomingites. In 2019, Muthig received UW’s Marvin Millgate Engaged Staff Award for his work with Pathways from Prison and co-organized the Symposium on Transformative Education in Prison at UW.

Faced with a global pandemic, the Agriculture and Horticulture Online Convention 2021 Coordination Team, including AreaTech & Communications Manager David Keto, received the College of Agriculture, Life Sciences and Natural Resources Creative Excellence Recognition Award for designing a multi-day, web-based conference in lieu of the normal in-person event. In a show of creative collaboration, the convention team facilitated real-time roundtable discussions, question and answer sessions via Zoom, and access to recorded presentations. The

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new conference model increased engagement and accessibility across the state while successfully capturing a wide variety of extension programming.

Jane Crayton, UW Coe Library makerspace coordinator, focuses her work on the world of STEAM (science, technology, engineering, art, and mathematics) and draws on topics in these fields to build a variety of programs at Coe Library's makerspace. Crayton directs the MakeHer Space program, a program launched thanks to a grant provided by the Wyoming Afterschool Alliance (WYAA) funded by the STEM Next Foundation thanks to the Million Girls Moonshot Program. The Million Girls Moonshot seeks to re-imagine who can engineer, who can build, and who can make. It seeks to inspire and prepare the next generation of innovators by engaging one million more girls in STEM learning opportunities through afterschool and summer programs over the next 5 years. The MakeHER Scholars take asynchronous courses and meet other scholars in the program through virtual meetups. Together with Mary Louise Wood, UW Extension's 4-H/youth development coordinator, Crayton and Wood formed an award-winning partnership program for Albany County 4-H youth. Together they shared the University of Wyoming's Marvin Millgate Engaged Staff Award in 2020.

Associate Director of Assessment with the Ellbogen Center for Teaching and Learning (ECTL), Heather Webb, worked with the Wyoming Department of Education Wyoming Teacher Mentor Corps (WTMC) to focus on assessment for student learning in K-12 education. This work is two-fold: 1) connecting with educators in the program about useful and meaningful assessments to support student learning, and 2) understanding the impact of this program. She has presented this work in the WTMC Summer Institute (2022) and developed online assessment content for educators to access and engage with throughout the year.

Tyler Kerr, UW's makerspace coordinator in the UW Student Innovation Center in the College of Engineering and Physical Sciences, was honored in 2021 as the UW staff employee of the year for his work coordinating a statewide PPE (personal protective equipment) effort. During COVID-19, Kerr led a student team in printing nearly 5,000 protective masks and face shields for more than 40 medical centers and schools throughout the state. Kerr and his team also produced small protective face shields for children. He coordinated with more than 170 people and organizations to be sure the equipment met all safety standards.

Staff from the Wyoming Natural Diversity Database (WYNDD) engage in 19 professional meetings and workshops annually (average across AY 2019-AY 2022). Examples include the Petroleum Association of Wyoming's Reclamation Conference, US Forest Service Climate Adaptation Workshop, and meetings with state entities like the Wyoming Game and Fish Department. WYNDD staff also prepare 24 technical reports per year for stakeholder audiences and the public. Notable 2022 reports include Dr. Lusha Tronstad's (WYNDD Invertebrate Zoologist) research on the effects of invasive trout on the plankton ecology of Yellowstone Lake, prepared for the US National Park Service. It provides important information that informs Park Service decisions, thus linking WYNDD's applied research directly to the community needing this information.

Dilnoza Khasilova with the Global Engagement Office, founder of UW's World Language and Culture Program, a volunteer and service-learning program that offers free world language and culture sessions to members of the UW community and the public (e.g., 19 non-formal world language and culture sessions), received the 2022 International Volunteer of the Year Award from NAFSA: Association of International Educators. This award recognizes a community volunteer whose work with international programs is responsible for the creation of permanent community or institutional programs, improved community awareness of international cultures, or other equally meritorious contribution to international exchange.

12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible - a title may not convey how the example is about community engagement, so please provide a short

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description of how the activity is related to community engagement (maximum word count 1000).

Examples of faculty community engaged scholarship from AY 2020 and AY 2021 are provided, representing seven different colleges and schools.

Assistant Professor Rachael Budowle of the Haub School of Environment and Natural Resources and Associate Professor Eric Krszjzaniek from the Department of Management and Marketing (College of Business) work on community-university sustainability transition partnerships. Their research developed through a project-based, community engaged campus sustainability course at the University of Wyoming. The work details how students, rather than other university actors, played a vital bridging role in absence of a formal community-university sustainability partnership. This project has been the subject of various public presentations and published in 2021 in a special open access issue in the journal Sustainability.

Executive Director Sandy Root-Elledge (Wyoming Institute in Disabilities, WIND), Associate Directors Canyon Hardesty, and Eric Moody, with collaborators, published multiple peer-reviewed journal articles, including an article in *The Journal of Continuing Education in Nursing* in 2021 on the ECHO model™. Other articles in 2020-21 focus on the adaptation of the ECHO model from healthcare for use in education; the cost savings when comparing ECHO® to a conference for delivering professional development; the use of ECHO for supporting families; and for education, nursing, and health care professional development. Presentations at national and international conferences document community impacts resulting from increased professional knowledge, skills, and the timely integration of best practices to address the needs of children impacted by the opioid crisis.

Associate Professor Reshmi Singh in the School of Pharmacy received a 2020 Faculty Engagement Fellowship funded by the Office of Engagement and Outreach and Center for Global Studies for her project which mapped multidisciplinary and engaged scholarship including international engagement by faculty on campus and in Wyoming's community colleges. She identified a cohort of faculty who were engaging with the community in teaching, research, and service using inclusive principles. She presented the results on campus as well as it at the LILLY 2000 Conference on Evidence-Based Teaching and Learning at Miami University in Oxford, Ohio in 2021.

As Co-Directors of the Malcolm Wallop Civic Engagement Program, Professor Jean Garrison and Assistant Professor Jason McConnell (School of Politics, Public Affairs and International Studies) collaborate with Wyoming K-12 teachers to provide free digital access to multimedia social studies curriculum aligned with Wyoming teaching standards. In conjunction with Curtis Biggs (College of Education), they published a paper on "Cross-College Collaboration and Successful Civic Engagement Through On-Demand Digital Content," in *Education in a Democracy: A Journal of the National Network for Educational Renewal*. They presented this work in 2021 at the organization's national conference with K-12 and college educators.

College of Law Librarian Tawnya Plumb's project, "Access to Justice: Legal Research on the Road," represents a partnership with public librarians across the state to offer in-person, community-tailored legal research training sessions in all 23 Wyoming county libraries, expanding to community colleges and the Wind River Indian Reservation in the future. The project earned the American Association of Law Libraries Excellence in Community Engagement Award in 2021. Plumb's project was published in the peer-reviewed national librarian journal, *Public Services Quarterly*. She presented on campus and at the Western Pacific Chapter of American Association of Law Libraries across 2020 through 2022.

Associate Professor of Plant Sciences and Director of the Sheridan Research and Extension Center Brian Mealor directs the Institute for Managing Annual Grasses Invading Natural Ecosystems (IMAGINE). IMAGINE offers a new model of engaged research and outreach to make a lasting difference against expanding infestations of

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annual grasses in the West while integrating the socioeconomic drivers necessary for success. It was developed in close collaboration with regional stakeholders to implement co-created management and research tailored to local needs. Since early 2021, it has resulted in 12 research projects, 20+ presentations, 3 peer-reviewed publications, including in *Rangeland Ecology and Management*, and new management techniques in collaboration with Wyoming Game and Fish, US Department of Agriculture, and other partners.

Associate Professor Jill Keith from the Department of Family and Consumer Sciences engages in community-based participatory research on the Wind River Indian Reservation (WRIR). Keith partners with a grassroots community group from WRIR, the Restoring Shoshone Ancestral Food Gathering group (detailed further in Question 3.4). Jointly, they have secured funding from the National Institutes for Health through the IDeA Networks for Biomedical Research Excellence (INBRE) at UW, as well as other competitive sources, to support reclaiming traditional foods and exploring the impact of those foods on health. Research activities include: the collection, processing and preservation of native plants, conducting focus groups with tribal elders, an open-access research paper with decolonized writing methodology, and the creation of a community photo-recipe book and traditional-foods database. Keith worked with UW and the Eastern Shoshone Business Council to create a Data Use and Sharing Agreement and engages only in research that is proposed and supported by her Native American partners.

Assistant Professor Karagh Brummond (Honors College) received a Teen Science Café Rural Fellowship in 2021. The fellowship was hosted by Teen Science Café Network and is funded through an NSF grant and the Million Girls Moonshot--a movement of the STEM Next Opportunity Fund. As a fellow, Brummond participated in a yearlong professional development training culminating in the design and implementation of teen science cafes in rural Wyoming. The training included best practices in engaging students in a Teen Science Café design, recruiting and implementing cafes, equity and inclusion, fostering community partnerships, and building a community of practice through meetings with other café leaders in rural locations throughout the country. She now serves as a mentor for the program in Wyoming.

Professor Francois Jacobs from the Department of Civil and Architectural Engineering and Construction Management has published work on the novel teaching method "Teaching with Industry." The method incorporates industry practitioners as co-instructors in the semester-long classroom setting and uses videoconferencing technologies to advance engagement with the industry community. This work appeared in the journal, *Education Sciences*, as a case study and will be presented internationally at the Associated Schools of Construction Conference.

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

While current tenure and promotion and staff reward processes do not account for this issue, UW is aware of and actively attending to the disproportionate impacts on faculty, staff, students, and communities of color and women. The creation of the Search Equity Advisor position is one such effort where faculty of any identity can complete training to serve on job search committees as a way to inform the committee of equity matters as opposed to presuming that a person of color or a woman should be asked to serve on every committee. Enhancement of identity-based programs on campus provides for a broader community of support to students and employees, as opposed to having the same faculty or staff being called on to support students of minority populations. Such programs include the Native American Education, Research and Cultural Center; The Wyoming Latina Youth Center and Conference; Human Resources coordinated employee networks; Multicultural Affairs; and the hiring of UW's first Vice President for Diversity, Equity and Inclusion (DEI).

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Additionally, Academic Affairs is in the process of developing a Pythian paper on best practices for considering community engagement as a component of academic performance. This paper will provide guidance to academic units on how community engaged teaching scholarship can be valued and recognized in the evaluation of faculty. A Standard Administrative Policy and Procedure document that provides working definitions associated with the academic functions faculty perform, as well as possible sources of information that may be used to evaluate performance on these functions, is currently being updated to more specifically address service, outreach, and community engagement. In collaboration with the VP of DEI, Academic Affairs is in the early stages of planning discussions and activities that address equity-minded faculty workloads, with the intended goal of increased awareness of why and how faculty workload becomes inequitable as well as the implementation of strategies for promoting equitable faculty workloads.

Lastly, the UW strategic plan, Strategic Plan 2023+, approved by the Board of Trustees in January 2023, calls for each division to further develop and support needs related to diversity, equity, and inclusion at the division and department level. UW has work to do in this area and is in active pursuit of reducing the disproportionate impact on faculty, staff, and students of color.

SECTION 10: Curricular Engagement

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

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

Definition of a Community Engaged Course:

The task force defined a community engaged course as one that applies an academically rigorous, experiential, and mutually beneficial approach to studying, defining, and, ideally, addressing a community need. Courses will have a defined partner(s) and a strategy for the partnership that acknowledges the benefits of collaborating with community members who have knowledge of the historical, economic, political, cultural, and other characteristics of their communities. Students engaging in these courses will have learned to apply academic knowledge and strategies to identifying and addressing problems, gain a broader appreciation of the discipline, and experience an enhanced sense of their personal values and civic responsibilities.

Standard and Required Components, including:

-Credit-bearing

-Experiential learning

-Exchange of creativity, knowledge, and resources is mutually beneficial

-Students’ participation in an organized activity that studies, defines, or addresses a community need and, ideally, all three

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-Mutually engaged work with a community partner(s) and/or a service focus including community-based research, applied internships, and those clinical classes, practicums, and independent studies that are community engaged

-Students' reflection upon this activity to gain a deeper understanding of course content, broader appreciation of the discipline, enhanced sense of civic responsibility, and/or greater interest in and understanding of community life

Process for Identification of Courses for this Application:

To determine which course offerings would be designated as "community engaged" for the purposes of this application, deans, department heads, and individual faculty members reviewed the course list offered in AY 2019 to consider which courses met the above requirements.

Many of the flagged courses include service/experiential-learning opportunities. These types of experiences are prioritized in UW's strategic plan, Breaking Through 2017-2022, in Goal 2, Inspiring Students: "Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges" and continue in the new strategic plan.

Components specific to this goal:

-Provide high-impact learning experiences in research/creative activities, internationalization, internships, entrepreneurship, leadership, and community service

-Incentivize greater faculty and staff involvement in student life

-Institute an experiential transcript

-Expand career-placement services

As part of UW's strategic plan across 2017-2022, faculty worked in a cohort model to develop a common campus-wide standard for service-learning and one that could become required for courses or activities within degree majors and minors. The prior work done campus-wide to address this strategic plan goal has moved UW forward in defining and expanding opportunities for community engaged courses.

Long-term Means to Identify Courses:

Going forward, UW will undertake a checklist and review system to designate new courses as they are proposed. UW has not yet determined a specific means to review existing courses, but it will likely involve colleges, through their administrators and faculty, requesting that a course be reviewed for this designation. With other past initiatives, a "train the trainer" approach has been effective in involving faculty in addressing standards and assisting newer faculty. This means could be used to maintain fidelity in identifying community engaged courses and/or to assist instructors in adapting an existing course to meet this standard.

2. Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate

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and graduate for-credit courses and be indicated accordingly:

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

UG: 66 / G: 50

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

UG: 12% / G: 14%

c. # of faculty teaching for-credit community engaged designated courses

179

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

17%

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

82%

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

18%

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

50%

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

32

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

37%

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

UG: 1,403 / G: 480

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

UG: 14% / GR: 18%

l. What academic year does this data represent?

2018-19

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

The data on community engaged courses was determined by asking deans and department heads to work with faculty to flag courses from a list pulled from taught offerings in AY 2019 according to the definition of "community engaged," as provided above in 10.1. In addition to providing the lists, many members of the task force worked directly with department heads and faculty to assist in making determinations. The chair of the task force held multiple Q&A sessions to ensure that individual instructors were applying a common standard for defining these courses.

This was the first time that these data have been gathered. In the future, UW plans to apply an institutional definition to flag both existing and newly approved courses that meet this standard.

The data collected will become UW's baseline for course offerings and distributions as well as the makeup of instructors and students engaged in these courses. Without a dataset comparable to this baseline, it is difficult to draw a complete, meaningful interpretation from the data. However, these initial data appear to indicate that:

-Community engaged courses are an accepted, and even desirable, means of providing instruction (offered by 37% of departments);

-They are taught by our most experienced instructors and our highest profile faculty (82% full time and 50% tenured/tenure track); and

-The relatively high percentage of students enrolled in these courses (15-20%) indicates that offering additional courses will likely be welcomed and that setting community engaged requirements for minors and majors would not necessarily create an unreasonable barrier to degree attainment among UW's socioeconomically disadvantaged or underrepresented students.

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

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UW does not currently have an indicator for community engaged courses. However, the university is currently undertaking a formal review of general education course requirements, graduation requirements, etc., to update the system used by the Registrar for course information. The subcommittee reviewing general education requirements is evaluating building experiential components and career services skills into the curriculum. The Registrar's new system will be able to identify courses that have been designated as community engaged through a common definition.

Some colleges and departments currently use the features of UW's Service Opportunity Acquisition Research (SOAR) platform (detailed in 8.4) to produce an experiential co-curricular transcript, which allows students to demonstrate to employers and graduate schools that they have mastered several key competencies and participated in high-impact practices. This program highlights seven competencies, one of which is civic and community engagement.

This co-curricular transcript is portable and sharable so that students can use it long after graduation. For example, the Construction Management program in the College of Engineering and Physical Sciences uses the SOAR platform to monitor and track student involvement in its mandatory "Industry Insights" program which is integrated across all levels of the program and involves working directly with private and governmental partners to keep students informed about employee competency requirements, trends in the fields, etc.

5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories (maximum word count 1000):

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education
- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

The course examples provided in this response are offered annually.

Capstone Course Example:

The Department of Microbiology's capstone course, MICR 4321, is a problem-based and community-based course that is informed by the systems theory of service-learning. Systems theory requires that students identify and understand interconnections that produce emerging characteristics of a system (such as a health care system) and combine that with service-learning where they solve complex problems within a community. Students integrate approaches that are both participatory and collaborative.

The students in this course choose a system to study and engage in based on a community partner's needs. Their initial systems study is meant to increase their knowledge of communication in preparation for engaging with that sector. During their engagement/experiential phase, students work with individuals who can help them to identify what types of challenges they are experiencing that might be amenable to identifying solutions through a collaborative approach.

This course has been in place since 2013 and students have collaborated with a wide range of community-focused entities including local community farms, free public clinics, state public health laboratories, and the bio-

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medical and agricultural tech industries. Data collected on the longitudinal effects of participation in the class show that students benefit both academically and in their post-baccalaureate careers having added to skill sets ranging from more effective science communication to grant writing.

Community partners formally assess the capstone students utilizing a rubric that includes the relevance of proposed solutions. Partner feedback on both the students and their work is consistently and overwhelmingly positive. The comment below from a community partner is representative of partner feedback:

“Overall I feel the class research raised more questions than it answered –but this is not a criticism at all ... in fact is a hallmark of good science! I feel like one of the most valuable outcomes of the class was narrowing in on what are the right questions to be asking ... what is measurable ... and some idea of how to go about building a next study!”

Major/Minor Course Example:

The Haub School of Environment and Natural Resources course, Environmental and Natural Resources 4900/5900, is a core requirement for undergraduates earning a major or minor in Environment and Natural Resources.

The course requires students to engage with community members to build informed, collaborative solutions to environmental and sustainability challenges. Although the course setting and focus shifts, the core concepts have students define and explore local issues that relate to how communities interact with their landscapes historically, ecologically, and economically. Recent study sites have been Jackson Hole/Yellowstone National Park in Wyoming, Patagonia, Chile, the Canyonlands of Colorado and Nevada, and the French and Italian Alps.

Because this course fulfills requirements for many types of degrees (e.g., Hydrology, Engineering, Wildlife & Fisheries Management, and Philosophy), faculty are able to form teams of students who work in an interdisciplinary framework, further extending their community-based problem-solving to experience in considering multiple academic foci and viewpoints. These interdisciplinary teams of students then develop a final project that addresses their chosen problem.

An example from a past project involves students addressing a decrease in the number of trout in waterways in the Jackson Hole area that is attributed, primarily, to non-sustainable lawn care practices. Students studied current practices, developed materials and social media campaigns to increase public awareness of the issue and the means by which residents and businesses can improve their practices. Through extensive stakeholder interviews, students developed a database that identifies both allies and potential future partners with which environmental groups may coordinate in the future.

Graduate Course Example:

The course, Political Science 4465/5465: Survey of the Nonprofit Sector, is offered within the Nonprofit Concentration in the Master of Public Administration Program. This course is also available to advanced undergraduates interested in the nonprofit sector.

This foundational course is designed to give students of diverse backgrounds a common framework for understanding the nonprofit sector in the US and globally. It investigates such topics as the nature of the nonprofit sector, the diverse types of nonprofits, the phenomena of charitable giving and volunteering, and the legal framework that establishes nonprofits and regulates their activities. This experience-centered course serves as a meaningful stepping-stone on the path toward becoming an engaged citizen leader and an effective and ethical social change agent.

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The primary academic assessment is based on a service-learning assignment in which students partner with a nonprofit organization and perform 20 hours of service. Students partner with local nonprofits, health centers, food banks, etc. The deliverable for this project involves the PhotoVoice methodology, a pedagogical and active-research technique in which individuals undertake activities to gather or produce images that bring aspects of their environment to the public, policymakers, and others.

Engaging in PhotoVoice activities affords students the opportunity to reflect on their experience, give voice to issues and causes they deem important, and depict through images how they experience academic knowledge playing out in real organizations.

Students then create and present a final presentation and paper which includes information about the nonprofit organization/sector they are studying, their role and work at the nonprofit during the service component of the course, and their PhotoVoice images and how those images add to their (and our) academic, community-based, and personal views of nonprofits.

Community partners have the opportunity to discuss their experiences with the projects and the impacts of working with the students. Partners take pride in helping students to understand community needs and to adopt leadership roles so that they may engage in professional-level work in a variety of important roles such as abuse hotline responder, community clean-up leader, volunteer organizer, social media manager, or strategy consultant. Ultimately, nonprofits have incorporated these projects and findings into their strategic planning, used images for advocacy work and marketing materials, and incorporated their resulting self-reflection on their organization into aspects of their training and programming.

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

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

Internships:

Departments throughout the university provide internship opportunities, which integrate the principles of community engagement. Examples include programs that:

-Work with faculty, students, gardening experts, and the community to grow and prepare free summer meals for low-income children and families, and provide volunteer and cash assistance with establishing home gardens;
-Work under an interfaith organization to provide food, cash, rent and utility assistance, temporary housing, and referrals to low-income, transient, and struggling individuals and families; -Work with UW's Wyoming Institute for Disabilities to design, provide, and assess a large range of services, while noting inclusion and accommodations in preschool, K-12, and healthcare settings, transition to adulthood, instructional support for adults with disabilities, or policy and advocacy training; and -Work with child development centers to provide early intervention and special education services for young children (birth-5 years old) including interviewing families, assessing a child's development, creating an individualized learning plan, and working with families during home visits to complete recommended activities.

Career Exploration:

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Two examples are discussed to illustrate career exploration opportunities.

First, to address how the university and the wider local community could move forward during the COVID-19 pandemic, UW created a one-credit course in fall 2020: UWYO 1150-Build the Future. This service-focused course was available to any undergraduate and later opened to graduate students, offering an exploration of nonprofit work and career options while rewarding service-learning with course credit. Over 150 students have completed the course. Students engaged in a wide range of service activities related to the effects of COVID-19 on marginalized populations as well as community plans to regain social and economic health regionally. Students prepared and delivered meals to quarantined citizens and those susceptible to infection, provided organizational support for vaccination administration and blood drives, assisted quarantined students and their families with daily needs and emotional support, and volunteered as substitute teachers and aides in public schools, etc.

Second, the Construction Management degree program provides an example of opportunities existing within majors for career exploration. The degree was established in partnership with industry to prepare students to work in construction management careers. Students interact with companies who discuss their work, their expectations of staff, give advice to students and highlight internship opportunities. The program employs the "Teaching with Industry" method in all courses requiring that at least two industry practitioners act as guest instructors. Using this format, students learn from almost 40 industry representatives by the time they complete the program. For example, a spring 2022 construction safety course welcomed a damage prevention coordinator, an occupational epidemiologist, a biological safety specialist, and a Hazmat supervisor to contribute to the course content. The department also organizes course activities so that students may obtain their online OSHA 30-hour certificate through a schedule outside of class times, allowing students to further explore career options and career requirements. These activities, requirements, course pedagogy, and opportunities all provide clear pathways for career exploration, professional relationships development, and, ultimately, the opportunity to engage in professional work in one's field directly after college.

SECTION 11: Co-Curricular Engagement

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

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

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Co-curricular community engaged activities are integrated into college and department activities as well as those overseen by administrative units. Examples are provided for Social Innovation/Entrepreneurship, Off Campus Community Service, Alternate Breaks, and Athletics.

Social Innovation/Entrepreneurship Community Service Projects:

UW SparkTank in the College of Business is the Ethics Club's philanthropic effort to further the missions of nonprofits in the Laramie community. SparkTank's goals are to provide funds that "spark" the mission of local nonprofits and increase the value of the college experience for club members by enabling them to participate in philanthropic endeavors. SparkTank works like "Shark Tank," namely that local nonprofits and groups in Laramie pitch what their plan/proposal is and receive up to a \$10,000 investment. After the pitch, the club's members and officers vote to approve funding for the most noteworthy proposals. Club members work alongside the nonprofit organizations throughout this process, breaking into groups with the nonprofits that best align with their mission, touring nonprofit facilities and meeting with organization representatives, and helping them craft and finalize their pitches. These pitches are required to address SparkTank's three essential questions: 1) How is the money given going to be used to directly accomplish the organization's mission? 2) How is the mission of the organization directly tied to the well-being of the local community? and, 3) How is the organization dedicated to upholding values such as integrity, respect, and transparency? In AY 2022, SparkTank awarded \$115,000 in support to four organizations: My Front Door, helping with first-time home ownership, \$45,000; Albany County SAFE Project, supporting survivors of domestic violence, \$35,000; Cathedral Home, providing mental health care for youth and young adults, \$20,000; and Healthy Kids Rx, providing a fitness and nutrition program to help kids develop healthy behaviors, \$15,000.

Community Service Projects Outside Campus:

The Service, Leadership & Community Engagement (SLCE) Office offers monthly group service opportunities referred to as Service Saturdays. These opportunities are open to all UW students, staff, and faculty. A SLCE staff member, with assistance from student employees, coordinates these opportunities by reaching out to local community partners to assess the need before organizing a project and recruiting volunteers. Through this program, relationships have been built between SLCE and community partners allowing for outreach and partnerships beyond this series. SLCE also advocates for other resources and shares information when needs identified by community partners would be better served by a different approach. These programs aim to introduce participants to community leaders and resources, while also using reflective practices to spur cognition regarding community strengths and obstacles. In addition, SLCE also regularly advises or assists recognized student organizations, residence hall groups, fraternities and sororities, and others in planning their own service opportunities. SLCE coordinates The Big Event at UW. The Big Event was founded at Texas A&M University in 1982. Since then, The Big Event has expanded to over 130 schools across the country. The first annual Big Event was held at UW in fall 2013 as the kick-off to homecoming week with just over 300 students volunteering. In 2018 and 2019, the event grew to over 700 students volunteering at about 160 different sites. The Big Event was cancelled in 2020 due to the pandemic, but the past two years have seen about 350 volunteers serving at about 80 sites. This event is not based on socioeconomic need, but rather is a way for the student body to express their gratitude to the entire community of Laramie, which supports the university in many ways.

Alternative Spring Break:

SLCE coordinates and manages UW's Alternative Spring Break program. Its mission is "to engage University of Wyoming students in service-learning across a diverse range of subjects and locations." Program goals are to enact positive change through service, empower student leaders, expand teamwork-oriented skills amongst students, educate on social issues, and encourage active citizenship. This program has traditionally (pre-COVID) offered eight trips per year: two international trips during winter break, five domestic trips during spring break, and one international trip during spring break. Examples of past trips include learning about the troubles and

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peacebuilding in Northern Ireland, immigration and border issues in New Mexico, and conservation and stewardship in Lander, Wyoming. These trips are open to all fee-paying students. Domestic trips are led by a pair of student team leaders and international trips are led by a staff member or the SLCE graduate assistant working under supervision of a staff member. In addition to the trips, students participate in several pre-trip educational meetings and a post-trip reflection luncheon. At the conclusion of the program, student learning is evaluated based on outcomes pertaining to increasing commitment to local and global involvement, gaining a deeper understanding of issues facing the world, developing meaningful relationships with other students, and gaining a greater appreciation for diversity.

Athletics:

Community engagement is a pillar of the Athletic Department's mission. Its mission statement describes its commitment to "the development of tomorrow's leaders by creating an environment that promotes personal growth, academic and athletic excellence in a progressive, inclusive, and transparent manner." It strives to "provide an outstanding fan experience, encourage community engagement, and serve as a source of pride for alumni, supporters, and the state of Wyoming." While at the superficial level, community engagement occurs via the 250,000+ fans that attend Cowboy/Cowgirl events on an annual basis and/or "follow" UW athletics; various other forms and levels of engagement occur in a more direct and targeted fashion including, but not limited to:

- Sport-specific camps/clinics (typically 20-30 a year) are held both on- and off-campus. Attendees range from elementary school children (as young as 5) to high school seniors.
- The Student-Athlete Advisory Committee (SAAC) coordinates many initiatives annually. Various clothing/food/toy drives are held throughout the year both in conjunction with home athletic competitions (e.g., Toys for Tots during a home football game) and other events. Education/reading initiatives are held throughout the year during home athletic competitions (such as Education Day, when over 4,000 elementary school students attend a home women's basketball game), among other events.

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

The Service Opportunity Acquisition Research (SOAR) platform is UW's competency-based, experiential-learning platform developed by Sutable that tracks student involvement in community engagement. SOAR serves as UW's co-curricular transcript system. The SOAR platform is based on competencies developed and outlined by the National Association of Colleges and Employers. Service, or civic and community engagement, is one of the core competencies. This competency is described as follows: "students will seek to engage with their communities through on- and off-campus volunteerism, leadership, and SERVICE. Students are working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference." The experiential program is set up to encourage and guide students to have experiences at different levels. The level of involvement, learning, and outcomes of the different experiences at the different levels vary but correspond with the level. For example, freshmen may attend various events on campus where they learn about different opportunities for service and civic and engagement. By their junior year, students may be at the point of planning such opportunities, collaborating with entities seeking volunteers and service, or taking on a leadership role. The platform allows students to accumulate such experiences through different means. They can compile "attendance records" of events attended. They can reflect on their experiences and how they have impacted them personally, or they can upload any summarizing documents relative to their experiences.

Volunteer Hub, overseen by the Service, Leadership & Community Engagement (SLCE) Office, is a website that brings together Laramie nonprofits and Albany County residents. Through this website, users can browse a list

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of Laramie-area organizations, reply to active volunteer opportunities, and create a record of their volunteer hours and activities. This Galaxy Digital Campus Connect website walks users through registration steps to help identify their skills and areas of passion after they create an account or log in with UW single sign-on credentials. Once nonprofit organizations complete a Memorandum of Understanding with the university relating to volunteer liability, they can use this website to publicly recruit volunteers or organize, schedule, and communicate with identified volunteers. While many organizations in our community use their own screening and scheduling systems for volunteers, this website is designed to be a “one-stop shop” to connect potential volunteers with expressed needs. The largest amount of data generated through this website comes from volunteer resumes, which logs volunteer time entered by either the user or the nonprofit organization for whom they volunteer. Participating nonprofit organizations can directly review and approve time entries attributed to their organizations while SLCE serves as a liaison for information and approvals between any other organizations. This arrangement allows users to build a transcript of their volunteer activities while allowing the university to build a more complete picture of community engagement related to volunteer time. SLCE has built Volunteer Hub into existing university co-curricular systems such as student organization membership requirements, career services programming, and the SOAR general co-curricular transcript system.

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

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

Developmental pathways through which students can progress to increasingly complex forms of community engagement over time can be done voluntarily through UW’s competency-based, experiential-learning/co-curricular transcript, Service Opportunity Acquisition Research (SOAR) platform, detailed in 11.2. SOAR is intentionally designed to progress students through increasing levels of engagement and includes co-curricular activities from across the campus. It can be used on an individual basis or in certain majors in conjunction with the curricular pathways discussed below.

While many academic programs have optional service-learning courses and senior-level capstone/internship/practicum/applied-research courses (ranging from journalism to education), there are some programs that serve as exemplars demonstrating a clear curricular progression from freshman through the senior year toward deeper levels of community engagement. The Social Work program in the College of Health Sciences provides one such example whereby students take a sequence of courses beginning with the foundational course in the major, followed by courses in social work practice including those focusing on communities and organizations, and culminating in a field practicum, field seminar, and research-informed practice course. One detailed example from the College of Engineering and Physical Sciences is provided.

College of Engineering and Physical Sciences:

The engineering model provides a pathway from freshman through senior year with clear progression in community engagement. Starting with the first-year seminar (FYS), students are introduced to professional societies. This includes an extensive discussion on the top 20 engineering challenges in the 20th century. Out of three required activities in the syllabus, students must attend one professional society meeting, typically corresponding to their major (e.g., American Institute of Chemical Engineering, for chemical engineering students), and write a report about their experience. This can be a professional presentation by invited speakers at the student chapter or a seminar or conference presentation. These interactions often lead to internships and design projects in capstone courses. In engineering, every department has a student chapter (such as the Society of Petroleum Engineers), where freshman students are invited to join. In their meetings, they invite industry

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speakers and learn about training opportunities. They also visit schools for recruitment purposes and fundraising. Progression to more complex tasks usually takes place by attending professional conferences (e.g., Annual Meeting for Chemical Engineering), becoming chapter officers, running fundraising campaigns, etc. The Petroleum Engineering curriculum allows its students to directly engage with the community through program electives and culminates in the Petroleum Senior Design class. The curriculum offers six program elective credit hours that can be completed through internships. An internship is the most efficient way of engaging with the community because students get to work in the field and gain real-world experience and knowledge while communicating with the industry people, as well as the surrounding communities. In the senior design class, students are self-motivated and communicate with industry and different petroleum companies to assess needs and get the data for their projects. Co-curricular activities include Engineers without Borders, which has traditionally offered community engagement opportunities internationally. All engineering degree programs have senior design classes comparable to the petroleum engineering class.

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

UW students regularly serve on university task forces, including strategic planning, key initiatives, advisory boards, etc. For example, the president of the student body has been a member of both of UW's task forces focused on community engagement (AY 2018; AY 2023). Further, there are various community engagement opportunities at the institutional and college level. Examples include:

Service, Leadership & Community Engagement (SLCE) Office:

SLCE intentionally provides several opportunities for students to take a leadership role in community engagement. SLCE student employees, with guidance from their supervisor, are the primary point of contact on some events, taking the lead from inception and planning to facilitating the event itself, to conducting the post-event assessment. Several programs offer specific leadership roles for students seeking to take on additional responsibility beyond simply participating. Domestic alternative break trips are led by a pair of student team leaders. The Big Event (discussed in 11.1) includes students serving in site leader roles and overseeing volunteers at multiple sites within one neighborhood. First-Year Institute, a leadership retreat for first-year students, includes junior and senior students who lead a team during the retreat and assist with facilitating activities and discussions. Finally, the SLCE Advisory Board is a small group of students who provide ideas and input on programs, assist with marketing and promotion, and provide feedback on the office as a whole.

Diversity, Equity and Inclusion Office Inclusionary and Global Leadership Program:

This six-week leadership course, offered annually, focuses on equipping participants with the foundational skills necessary to be inclusive leaders in an increasingly diverse world. The goal is for participants of this program to take the content learned and apply it to their specific spheres of influence at UW and in the community.

College of Agriculture, Life Sciences and Natural Resources:

The college has long involved students in programs that directly address community stakeholders' needs. For example, Plant Sciences, Ecosystem Science and Management, and Animal Science regularly focus on questions received from land managers and agricultural producers, or from other industries such as the energy sector. Students are involved in managing relationships with partners as they conduct their research and are involved in co-produced research with stakeholder organizations (e.g., Wyoming Stock Growers Association, etc.). College-recognized student organizations (e.g., Wyoming Student Chapter of the Society for Range Management) have

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historically engaged in community-service projects that relate to their disciplines.

Learning Actively Mentoring Program (LAMP) of UW's Science Initiative:

LAMP has a Learning Assistant (LA) program that trains undergraduate and graduate students in inclusive, active-learning best practices so that they can be part of K-12 engagement programs. LAs partner with LAMP-trained professors to assist professors in the implementation, development, and assessment of active-teaching pedagogies. LAs are diverse, hailing from a variety of disciplines from the life sciences, education, and natural resources in six colleges. LAs work closely with students, peers, and professors in the teaching and development of engagement programs. This is a profound leadership experience as students become near-peer mentors to students and colleagues to professors.

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

In response to state and community needs, and with stakeholder input, UW has redesigned programs and designed new academic programs in order to increase students' access to, and participation in, community engaged activities. Examples include:

College of Engineering and Physical Sciences:

-Process Control and Instrumentation minor: Interactions between Wyoming industry and UW over several years directly and through biennial advisory board meetings highlighted the need for curriculum expansion with more emphasis on Process Control and Instrumentation. In response, rather than adding a higher credit load, a new minor in Process Control and Instrumentation, available to several majors on campus, was co-developed between UW and several participating industry advisors in 2019. Visits to industry facilities were conducted to find out educational needs as well as focus, which led to the co-funding of the program and the curricular structure. New state-of-the-art facilities were developed. Students not in the minor also benefit from electives and training for their careers.

-Construction Management major: The college offers a major, minor, and certificate program to provide training in this fast-growing industry. In 2019, Wyoming's construction industry approached the college requesting a new program to address the challenge that they had in finding appropriately skilled employees. Construction Management (CM) started with an applied focus that engaged students with industry across the course of the degree program. Mandatory industry events (recorded through the SOAR platform – explained in 11.2) are integrated across all course levels and culminate in the option to complete 3 summer internships across 4 years. CM uses a "Teaching with Industry" model, which involves at least two industry practitioners in each class and is distributed across the whole major. CM integrates its syllabi and faculty meet after each semester to assess the curriculum and how it aligns with community needs as well as student needs.

Haub School of Environment and Natural Resources:

-Outdoor Recreation and Tourism Management (ORTM) major: Tourism is the largest private employment sector and the second largest industry in Wyoming. In 2015, the Wyoming Office of Tourism, along with industry stakeholders, approached the Haub School to design a new degree in ORTM. On-campus courses focus on recreation and tourism theory and practice, natural and cultural resources, customer service and hospitality, and

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business fundamentals. Students are directly involved in community engaged activities through cohort-based, project-driven classrooms where students work in collaborative teams and off-campus experiences in real-world settings where students learn to manage dynamic relationships and demonstrate best practices in communication. These scaffolded experiences start in lower-level courses, include an internship, and culminate in an applied professional semester.

-Graduate Minor in Collaborative Practice: The school designed its graduate minor to be available to students from across campus. The focus on collaboration and collaborative governance recognizes the need for an interdisciplinary approach to prepare students for careers in public policy that involve complex problems and engagement with multiple stakeholders and communities. Students build process competencies in collaborative decision-making and problem-solving in multiple areas including natural resources, health, education, business, etc.

SECTION 13: Community Engagement and other Institutional Initiatives

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

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

efforts aimed at student retention and success

encouraging and measuring student voter registration and voting

development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming

social innovation or social entrepreneurship that reflects the principles and practices of community engagement

the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research

efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students

outreach activities

lifelong learning (non-credit)

campus food security programs (internal and external)

2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).

A. Campus Engagement Activities and Diversity, Inclusion, and Equity Goals:

UW has a consistent and growing investment in diversity, equity, inclusion, and social justice (DEISJ) efforts corresponding to community engagement (a direct priority in UW's strategic plan, Breaking Through: 2017-2022, and continued in President Edward Seidel's administration). The outcome of this prioritization for DEISJ was an effort to utilize community engagement as a strategy to achieve DEI objectives. In response to strategic planning feedback, the first Chief Diversity Officer (CDO) position was created in 2017. Aligned with community engagement priorities, the DEI Office worked with UW's Office of Engagement and Outreach, had representation on UW's Engagement Council, and formed its own community engagement subcommittee.

The outcome of this centralization was a consolidation of DEISJ engagement efforts in one office, with greater coordination and impact. The CDO position institutionalized DEISJ work, positioned the CDO as a direct report to the President, and linked these efforts directly to presidential priorities. In 2020, UW leadership

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recommended the inaugural Vice President for DEI position—a position that was filled in 2022.

Programs and services within the DEI division respond to developing challenges while addressing historical inequities and injustices. For example, the well-known story of Matthew Shepard, a UW student who died in 1998 after a brutal attack because of his sexual identity, resulted in an ongoing dedication to providing support for the LGBTQIA+ community, furthering education in this area, and the creation and persistence of related programming. The Shepard Symposium on Social Justice is a signature program that engages hundreds of participants every year.

Other efforts include a re-envisioned Native American Affairs Advisory Council that follows an MOU that details the commitment of the university and the tribes to jointly expand education and training programs for Eastern Shoshone and Northern Arapaho students; provide resources to assist Native students, tribes, educators, and professionals; and conduct research important to the tribes. The MOU also commits to continuing UW's Native American and Indigenous Studies Program; the High Plains American Indian Research Institute; the Native American Summer Institute; and the Native American Education, Research, and Cultural Center (NAERCC). For the past five years, NAERCC has hosted a Native Summer Institute, hosting 40 high school students from the reservation for a week of on-campus engagement.

In 2022, UW hosted the first Black 14 Social Justice Summer Institute, which welcomed high school students from Wyoming and various states to expose them to Wyoming and on-campus living, conversations about social justice, and to study the history of the Black 14. Six Employee Networks connect employees across the university and expose them to community groups and local businesses. Multicultural Affairs houses student program advisors and offers student affinity circles and other events. The DEI division maintains conversations with the city of Laramie about town-and-gown matters regarding housing, community mental health; collaborations with the Laramie Police Department; partnerships via various community organizations collectives; and a potential restorative-justice program with the county attorney.

H. Outreach Activities:

As the sole 4-year public university in Wyoming, UW departments, colleges/schools, and administrative units each develop close relationships with community partners, which can be leveraged to support the broad land-grant mission to be of service to the state. This outreach takes many forms and includes facilities, such as the College of Law Library, American Heritage Center, Art Museum, and the main-campus library (Coe Library) that are open to the public free of charge. Other services include free summer camps for K-12 students and professional development training for teachers in a variety of fields (additional examples detailed in 14.5).

The Science Initiative (SI) provides one example to demonstrate the relationship between outreach and community engagement.

SI is a program supported by campus STEM departments that work with students and scholars on campus, and science teachers and students around the state, to advance STEM research and education. The mission of SI outreach programs is to form an inclusive network of sustained relationships through STE(A)M outreach and campus visits, that facilitate interdisciplinary and transdisciplinary creative thinking and active learning in diverse Wyoming K-PhD students, educators at all levels, and community members.

SI has developed two signature outreach programs that are linked to its engagement with the K-12 community. The Learning Actively Mentoring Program (LAMP) facilitates a yearlong, immersive and holistic educational development program emphasizing active, inclusive pedagogy. Faculty applicants from UW, Wyoming community colleges, and K-12 teachers participate in a weeklong summer institute followed by yearlong support through workshops and individualized coaching. Through the relationships developed through LAMP and K-12

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Professional Development Workshops held on the UW campus, the Science Initiative develops relationships with teachers across the state. These relationships provide the basis for the SI Roadshow, which supports eight outreach assistants to design, implement, and lead events throughout the state. The outreach assistants are UW undergraduate and graduate students from a variety of STEM and educational backgrounds. The training workshops at UW create the expertise for roadshow programs and train the outreach assistants who travel to school locations to lead the activities in the classrooms. For example, the roadshow collaborates with a 5th-grade science teacher at Snowy Range Academy in Laramie each year to help deliver a hands-on, interactive 3-day field research project to provide students with an understanding and practice of the scientific method.

In the roadshow, UW directly responds to the needs of the K-12 teachers requesting help in the classroom. This reciprocity between the university group and community-based partner allows for a combined effort in the design and implementation of activities that are linked with the community need and desired outcome. These efforts have led to an expansion of outreach to K-12 STEM instructors to increase collaboration with the teachers on improvements and learning outcome measures.

More recently, the SI has been tasked by the legislature to support research and entrepreneurship that will revolutionize areas of Wyoming's economy including mineral extraction, agriculture, tourism, resource management, and emerging technology, while also preserving Wyoming's greatest natural resources and unique biodiversity.

SECTION 14: Reflection and Additional Information

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

The application cycle for the Carnegie Community Engagement classification came at an opportune time when UW could capitalize on the commitment on the part of our new President and Provost to the land-grant mission, and specifically to community engagement, as well as build upon campus efforts to strengthen the community engagement infrastructure. It also corresponds with the completion of one strategic planning period (2017-2022) and the new strategic planning process that began in 2021 and was approved in January 2023. Further, the UW administration committed to funding the Office of Engagement and Outreach and created the new position of Associate Vice President for Community Engagement to oversee that office and community engagement initiatives.

The Carnegie Community Engagement Task Force, tasked to complete the Carnegie application, began its work with the knowledge that this effort needed to be used first and foremost to leverage purposeful institutional change and not simply focus on the completion of the application. This has transpired in five distinct ways:

-This application process pushed forward the discussion of community engagement as part of institutional reappointment, tenure, and promotion. The administration is completing a guidance document to frame the discussion with colleges, departments, and the faculty senate in FY 2024.

-There is no centralized assessment for community engagement at the institutional level. Data gathered in the application often relied on exemplars from the department, college, or unit level. These exemplars, however, provide the basis to move toward more systemic assessment practices at the institutional level.

-There is no centralized mechanism yet for designating community engaged courses. The data gathered on AY

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2019 community engaged courses, detailed in Section 10, relied on a survey of department heads, unit directors, and college deans across the institution. These results demonstrated how widespread community engagement is in courses across the institution, but also demonstrated the need for an institutional mechanism and process to designate community engaged courses. This conversation is part of the discussion in the subcommittee on experiential learning in the Next Generation General Education curriculum. The data from this application has been shared with this subcommittee and two members of the task force are serving on the subcommittee.

-Programs that scaffold community engagement components can be more intentionally designed to include pathways for student engagement experiences earlier and more often. Intentionally designing programs that allow students to build on previous experiences will make existing programs more effective and ensure that new programs learn from previous program experiences.

-There is a need for greater professional development support in the form of programs and grants for faculty and staff engaged in community engaged teaching and service-learning as well as partnership development. This will be a focus for the renewed Office of Engagement and Outreach as well as the Division of Research and Economic Development.

These findings have been shared with President Edward Seidel and Provost Kevin Carman through a final report to them from the task force, which included the above recommendations.

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

The Carnegie Community Engagement Task Force did not work with a consultant. However, Dr. Brenda Freeman, Professor of Counseling and Educational Psychology, from the University of Nevada, Reno provided very helpful guidance for the leadership team of the Carnegie Community Engagement Task Force. She oversaw the effort at the University of Nevada, Reno for its successful application in the 2020 cycle for designation as a Carnegie Community Engaged Campus and shared insights on their process with our task force. This shaped how we gathered data and who we involved in the task force process itself.

The task force made great use of the resources provided by the Carnegie team. Early on, the core leadership team participated in the GivePulse Carnegie Elective Classification for Community Engagement Webinar on "Building a Campus Team and Aligning Data and Resources" on May 10, 2022. The presentation and break-out sessions with other potential applicants helped us understand our campus in context with others. In addition, resources on the Carnegie webpage, including the recorded webinars and slides, proved very useful at different points as we gathered information and completed our self-study. We found the examples of previous successful applications important so that we could see examples of how others approached different questions. The bi-weekly Q&A sessions were most helpful where we and other applicants could ask specific questions and get examples for particular questions.

While not directly part of this application process, the previous UW Engagement Task Force in AY 2018 was intentionally structured with subcommittees focused on the different sections of the Carnegie application. Additionally, several individuals attended an all-day Carnegie workshop in Denver to start exploring the potential of submitting an application. Although we did not complete the application in that cycle, this previous work made us intentional about using lessons learned from that process and potential designation as a tool to drive change at UW rather than seeing it as a final goal. We believe the previous work that was done provided us a "head start" on this cycle and has equipped the members that served on both groups – including the chair of

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the first task force who also led the second task force – to more effectively communicate and champion this work more. Further, the clear commitment of President Edward Seidel and Provost Kevin Carman early on to apply for the 2024 Carnegie cycle, meant that planning was already underway across 2021-22 in preparation for the formation of the Carnegie Community Engagement Task Force which was responsible for completing this application. This goal was stated up front as part of the most recent strategic planning process for Moving Forward 2023+.

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

The Carnegie Community Engagement Task Force included 40 members representing each college/school, key units such as leaders in service-learning, student affairs, enrollment management, communications, alumni relations, athletics, faculty senate, staff senate, student representation, etc., as well as representation from two community-partner organizations. The large group met monthly, and each member was tasked with gathering information from their units. Deans and other administrators were asked to nominate representatives for their units and self-nominations were also accepted. We made the early decision to include anyone who was interested in participating. We needed to specifically involve deans and other key leaders as their cooperation was essential to gathering the data and examples needed. We also needed key units such as Student Affairs, etc. to be represented for the sake of buy-in to the process as this was going to be a big lift. To organize the process of such a large group, the chair both asked certain members, and asked for volunteers, to serve on a smaller 10-person steering committee. Members of the steering committee (made up of faculty, staff, and administrators) had the responsibility to strategize to answer application questions and for playing a central role in the write-up of the application itself. By having smaller teams of 5-6 people work on different sections/questions, we guaranteed multiple voices shaped the development of question responses. People served different roles including: 1) initial author; 2) review and reflection; and 3) fact-checking/technical editing. The task force chair served as the final editor overseeing the voice and cohesion of responses. A full draft application was reviewed by the President, Provost, the task force steering committee, and made available for review by all task force members.

The community partners involved provided an important voice, particularly in the development of the partner survey. They provided key insights into how questions should be asked, and partners approached to be involved in the survey. Their participation ensured that the “partner voice” was incorporated into the data-gathering process and how the task force approached answering questions on the application.

4. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

This discussion elaborates on the information shared in 5.5 to provide additional context for how President Edward Seidel and his administration have approached the challenges facing the university due to the pandemic and resulting economic downturn in the state of Wyoming, and the importance of community engagement to these efforts.

Early on, President Seidel and his administration formed a Strategic Scenario Planning Team, co-chaired by the President and Interim Provost Anne Alexander, charged to identify, prioritize, build, and strengthen the most important, future-forward assets of the university and to ensure that “we are attentive to providing an educated workforce to grow and sustain critical professions in the region.”

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Ultimately, five working groups were formed. The Blue Sky Group led by President Seidel and Interim Provost Alexander was joined by four additional leadership groups made up of dozens of administrators, faculty, staff, and students who met across AY 2021 to lead campus and key stakeholder engagement on priorities for the university. The Blue Sky Group oversaw the overall process and the other four groups were organized based on the President's Four Pillars to become more digital, entrepreneurial, inclusive, and interdisciplinary. This strategic scenario planning effort provided the basis for the formal strategic planning process across AY 2022 (which culminated in the Moving Forward 2023+ Strategic Plan) and informed Wyoming Innovation Partnership priorities (e.g., the partnership between the state and higher education institutions tasked to work together to address Wyoming's economic challenges).

Moving forward, President Seidel and his administration have identified the cultivation of community and statewide partnerships with key stakeholders as a primary goal of his presidency. He has constituted a working group, chaired by the Vice President for Governmental Affairs and Community Engagement, to provide him with ongoing guidance and recommendations for strategic opportunities for UW to engage external stakeholders in the state and a second working group to identify opportunities for UW to enhance its physical presence across Wyoming.

5. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

As the sole 4-year public university in the state, UW has the unique opportunity and responsibility to serve a broad constituency across the whole state. This discussion takes the opportunity to provide further evidence of the scope and impact of UW outreach activities and engagement. These examples are illustrative of the breadth of these relationships and services provided to stakeholders and the public. Examples include:

- Wyoming Geographic Information Science Center (WyGISC) hosts the Wyoming Geospatial Hub—the primary site for the discovery and delivery of free publicly accessible geospatial data in Wyoming. For example, WyGISC provides K-12 educators throughout the state with training, programs, and instructional materials.
- The Williams Conservatory, Geology Museum, Biodiversity Institute, and Anthropology Museum in Laramie are open for free public use with a 3-pronged mission of education, research, and outreach.
- The Wyoming Migration Initiative has worked with public and private agencies to map wildlife migration across Wyoming and share stories of migration to help strengthen a culture of stewardship. Dozens of migrations have been mapped since 2012 resulting in statewide policy changes to corridor habitat management and federal efforts to support migration across western states. Its educational outreach has reached audiences of more than 40 million on social media.
- The Department of Music statewide collaborations include sponsorship of touring ensembles (both faculty and student) to perform for, mentor, and offer mini lessons to K-12 musicians and to work with school ensembles each year.
- Multiple pre-college STEM-based camps are hosted on campus each summer including: Energy Summer Institute (School of Energy Resources) providing energy-related sessions that guide high school students through hands-on learning activities; a variety of Engineering programs including the GenCyber Wyoming COWPOKES camp to increase interest in cybersecurity careers; and the Windy Ridge Foundation Astro Camp where students observe the universe using professional telescopes and study astronomical images on computers. More than 300 students annually participate in these camps for free.

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-The Honors College Summer High School Institute hosts seniors from around the state in a three-week residential college-life experience. Pre-COVID, the program accepted 80+ students annually. It returns to in-person in 2023.

-The Department of Art hosts the annual High School Art Intensive - a two-day immersive experience run by UW students for over 150 high school students from 10-15 schools interested in art.

-Wyoming History Day competition, hosted by the American Heritage Center, engages students in grades 6-12 to produce research papers, dramatic performances, and multimedia documentaries focused on an annual theme. Over 250 students from schools around the state participate each year.

-Team Wyoming is UW Debate's program initiated during the pandemic to provide free online supplemental debate coaching for high school students in Wyoming and across the Mountain West. Team Wyoming works with about forty students annually. UW Debate received the National Debate Coaches Association Service Award in 2022 for this program.

6. (Optional) Please provide any suggestions or comments you may have on the application process for the Elective Classification for Community Engagement.

This is a thorough and extensive application. We hope that the Carnegie Foundation continues to provide the same useful webinars, web resources, and Q&A sessions to support applicants. These were most helpful.

7. Request for Permission to use Application for Research and Training:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

B. I consent to having the information provided in the application used for the purposes of research and training application reviewers. In providing this consent, I also agree that the identity of my campus may be revealed.

8. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, but you may

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include additional partners up to a total of 15 ([see guide for partnership survey information](#)).

Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.

- a. Partner Organization Name**
- b. Partner Organization Contact Full Name**
- c. Partner Organization Contact Email Address**

Partner #1

Community Partner Name	Cheyenne LEADS
Community Partner Contact	Betsey Hale
Email	betseyh@cheyenneleads.org

Partner #2

Community Partner Name	Equal Justice Wyoming
Community Partner Contact	Angie Dorsch
Email	ejw@courts.state.wy.us

Partner #3

Email	sandra.caldwell@wyo.gov
Community Partner Name	Wyoming Community College Commission
Community Partner Contact	Sandra Caldwell

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Partner #4

Email	renny.mackay@wyo.gov
Community Partner Name	Wyoming Innovation Partnership / Office of Governor Mark Gordon
Community Partner Contact	Renny MacKay

Partner #5

Email	Hayley.speiser@wyo.gov
Community Partner Name	Wyoming Department of Corrections
Community Partner Contact	Hayley Speiser

Partner #6

Email	aredman@bresnan.net
Community Partner Name	Hispanic Organization for Progress and Education
Community Partner Contact	Ann Redman

Partner #7

Community Partner Name	Converse County School District #1 / Wyoming School-University Partnership Board
Email	phughes@ccsd1.org
Community Partner Contact	Paige Hughes

Partner #8

Community Partner Contact	Ted Cramer
Email	director@laramiesoupkitchen.org
Community Partner Name	Laramie Soup Kitchen

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Partner #9

Email	anna.cramer@unitedwayalbanycounty.org
Community Partner Name	United Way of Albany County
Community Partner Contact	Anna Cramer

Partner #10

Community Partner Contact	Ami Wangeline
Email	AWangeli@lccc.wy.edu
Community Partner Name	Laramie County Community College

Partner #11

Community Partner Name	Wind River Family and Community Health
Email	education.excellence@windrivercares.com
Community Partner Contact	Melvin Arthur

Partner #12

Community Partner Name	ECHO Networks for Education and Families
Community Partner Contact	Peg Monteith
Email	pbclark56@gmail.com

Partner #13

Community Partner Name	Food Bank of Wyoming
Community Partner Contact	Rachel Bailey
Email	rbailey@wyomingfoodbank.org

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Partner #14

Community Partner Name	Wyoming Stock Growers Association
Community Partner Contact	Jim Magagna
Email	jim@wysga.org

Partner #15

Community Partner Name	Wyoming Weed and Pest Council
Community Partner Contact	Slade Franklin
Email	slade.franklin@wyo.gov