

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

Submitted by University of California-Riverside on 10/27/2022. 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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City

Riverside

State

CA

Zip Code

92521

Full Name of Institution's President/Chancellor

Kim A. Wilcox

President/Chancellor's Email Address

chancellor@ucr.edu

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

21892

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

3200

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

4543

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

1062

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.

UC Riverside developed the following definition of community engagement in 2010, through strategic planning work with campus and community stakeholders: “As the only land grant public research university in the region, UC Riverside bears a responsibility to engage with its communities in ways that maximize the impact of its contributions, advance the social good, and solve pressing problems.” This continues to serve as a general guiding definition for our work, though the campus and our various ways of supporting and partnering in the community have multiplied in the intervening years.

Through collaboration with community leaders and residents, we have further defined unique and high-impact ways that UC Riverside can engage with our region. Our community partners identify educational attainment, healthcare access, and economic development as crucial priorities, and we have aligned our campus priorities accordingly. For example, in the last five years, we have led the Growing Inland Achievement educational initiative, expanded our community-based School of Medicine, and amplified our Research and Economic Development capacity and community support. Within these broad areas, we have also launched more focused initiatives, such as the Center for Social Innovation and the Center for Health Disparities Research.

Our current operational definition includes emphasis on “advancement of the public good” and our role as an anchor institution for research and economic development in the region. In 2020, a strategic planning workgroup spent several months assessing our community engagement through extensive interviews and focus groups with community stakeholders. Out of this work and early recommendations, the Chancellor and Provost formed the Community Engagement Advisory Committee in May 2022 with partners from all areas of campus and the local community. The new strategic plan requires the central campus and individual units to provide not only alignment with community engagement, but also actual metrics on progress toward advancing the public good.

The Community Engagement Advisory Committee is currently working to define and show measurable progress in community engagement as it relates to the curriculum. The Provost led a discussion with campus leadership around community engagement in summer 2022, beginning with the campus definitions, as well as definitions from Carnegie and APLU. Following this discussion, she worked with the Community Engagement Advisory Committee and the XCITE Center for Teaching and Learning to send our nascent definitions of community-engaged scholarship and teaching to deans and department chairs to guide their efforts to gather information on courses, activities, budget allocations, and faculty engagement.

As a result of these efforts, we are currently working with the following operational definition of community-engaged scholarship, teaching, and service as work that: 1) establishes and sustains mutually beneficial, respectful, and sustained collaboration that creates a sense of collective ownership and reciprocal value for the campus (including students, faculty and staff) and community partners, 2) enriches the scholarship of the institution by accessing community cultural wealth and expertise, 3) addresses community-identified needs and enhances community well-being, and 4) deepens students' civic and academic learning, and promotes connections between these through opportunities for critical reflection.

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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.

UC Riverside was founded in 1954 as a liberal arts college, but its origins date to 1907, with the creation of the University of California's Citrus Experiment Station. The station was a response to the increasing needs of the region's citrus growers for expanded research into pest control. From the very beginning, collaborative work with local partners to solve important community problems has been an integral part of our *raison d'être*.

With more than 26,000 students and 1,100 faculty, UCR is pioneering research with economic, scientific, and social impact on the real-world challenges we face in California and beyond. UCR ranks among the top 1 percent of universities worldwide by the Center for World University Rankings, and we have also been U.S. News & World Report's No. 1 public university in the United States for social mobility for four consecutive years.

UC Riverside is one of the most diverse research universities in the nation, enrolling more Pell Grant recipients than nearly every university in the country – and more than the entire Ivy League combined. 52% of UCR students are the first in their families to attend college. UCR is a national leader in Black and Latino student success, and has been designated as a Hispanic-Serving Institution (HSI), a Minority-Serving Institution (MSI), and an Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI). The diversity of the student body is reflected in the faculty and staff, as well, with more than 56% of faculty non-white, and almost 65% of staff non-white. In 2008, UC Riverside was the first in the UC system to receive a Federal designation as a Hispanic-Serving Institution. In 2021, we received the Seal of Excelencia, a national recognition for serving our Latino students and community members. UC Riverside is one of just 20 R1 institutions that are also Hispanic-Serving and an inaugural member of the alliance of Hispanic Serving Research Institutions.

The University is home to four professional schools: the School of Business, the School of Education and the newer Schools of Medicine and Public Policy. UCR's three colleges offer a wide range of academic and research subjects: the Bourns College of Engineering, the College of Humanities, Arts & Social Science, and the College of Natural & Agricultural Sciences. The more recent development of the newer professional schools and many of the community-focused research centers are a direct response to the urgent regional needs expressed by local leaders and partners in the areas of healthcare and local policymaking.

As a community outreach division of UCR, University Extension monitors labor market data and engages with community organizations and partners to identify and understand the skills gaps for in-demand jobs. University Extension responds to these needs of the communities it serves through the on-going development of relevant academic partnerships, programs, and courses. University Extension's Palm Desert Center offers a unique location in Coachella Valley for research, events, courses, and programs.

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.

The area of Southern California now known as the Inland Empire region was originally inhabited by the Cahuilla, Tongva, Luiseño, and Serrano peoples and their ancestors. The development of the region was concurrent with a late 19th century boom that resulted in what was then known as "The Citrus Belt." By 1895, Riverside was the

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wealthiest city per capita in the U.S. The industry boomed until the post World War II era, when groves in the communities began falling to an onslaught of subdivision developers.

With the increased industrialization and growth of the region, community leaders advocated for the establishment of a UC campus in Riverside in 1954. In more recent decades, much of the region's growth has been concentrated in low-wage retail, logistics, food services, and other service sectors. At present, the region ranks last in GDP per capita among the 56 large metropolitan areas across the country. Local leaders and residents look to UC Riverside, as the only major research university in the region, to lead the way into a more diverse and dynamic economy.

Home to about five million people, the IE is one of the fastest-growing regions in the United States — expected to grow 20% by 2048. UCR contributes to the creation of more than 20,000 jobs and generates an economic input of more than \$2.3 billion per year in the Inland Empire. UCR is working closely with local partners such as the Greater Riverside Chambers of Commerce and Inland Empire Growth and Opportunity (IEGO) on large-scale economic initiatives, including the relocation of the California Air Resources Board (CARB) testing facility to Riverside, the establishment of the Northside Agriculture Innovation Center, and the imminent construction of an analytical training lab for critical minerals that is located a short distance from the Salton Sea, which holds lithium and other mineral deposits vital for a range of applications in zero-emission vehicles, defense, semiconductors, and more.

The Inland Empire also experiences significant challenges in providing health care. The region has just 41 primary care physicians per 100,000 residents, the second lowest of any region in the state, and far below the recommended 60-80 per 100,000. Today, over 200 UCR medical students are training in hospitals across the region, while UCR Health is expanding access to healthcare regionally and investing in facilities within Riverside.

Educational attainment is another significant challenge identified by our community partners. Just 22% of residents hold a bachelor's degree. Fifty-one percent of residents are Latinx or Hispanic, with only 10% of this population completing a college degree. These gaps led UCR to formalize the Growing Inland Achievement (GIA) network and a research-practice partnership with the Riverside County Office of Education (RCOE), both important collaborative efforts to improve regional degree attainment. This work informs school and district decisions about implementing college readiness programs, and it also drives much of our community engagement programming as a campus, including numerous programs that offer college readiness support to underrepresented students in the region.

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.

UCR's origin with the citrus experiment station was rooted in the desire to respond to local agricultural needs. Since that time, campus leaders have intentionally worked closely with community leaders to ensure that the campus is providing an educational setting in which students from all backgrounds can thrive and contribute back to their communities, as well as a research enterprise that is attentive to community needs.

UCR has maintained a strong community engagement emphasis in the area of agriculture through ongoing support for research faculty to work specifically with community partners through the cooperative extension

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program. Another large-scale example of UCR's responsiveness to community requests and needs is the recent creation of the School of Medicine, out of the need outlined above for healthcare in the region.

The School of Public Policy was formed recently out of a need for greater training in policy, advocacy, and leadership in the region. The School of Education trains undergraduate and graduate/credential students by working closely with local educational leaders, schools, and non-profit organizations. The Bourns College of Engineering works closely with community partners on sustainable technology, and the College of Natural and Agricultural Sciences, in addition to the cooperative extension work referenced above, also works with local educators and community-based groups to engage on food security, entomology, physics, and more. The College of Humanities, Arts, and Social Sciences supports extensive community-engaged social science and research, as well as community-focused creative activity.

UC Riverside's community engagement enterprise is embedded in departments and centers across the campus, with growing networks of collaboration between entities. UCR has grown its student population 56% in the last 15 years, from 17,000 in 2008 to almost 27,000 today. This rapid rate of growth has required a decentralized approach to leadership in many areas, including community engagement, with deans of schools and colleges taking a particularly active role in building community engagement initiatives. Central administrative units such as Research and Economic Development, University Extension, Student Affairs, Undergraduate Education, and Governmental and Community Relations have all taken on significant roles in coordinating and synergizing these efforts.

In 2016, Undergraduate Education worked together with Student Life, the Career Center, and other campus partners on a grant through the Association for Public and Land-Grant Universities specifically designed to improve the structure for academic community-engaged learning opportunities. We visited other campuses together to learn best practices. We trained student leaders to support faculty and students in new community-engaged learning courses. We adopted a shared platform for posting and reporting volunteer, service-learning, internship, and career opportunities.

During this time, UCR also began scaling up opportunities for business growth in the region, including an accelerator to catalyze regional start-up businesses and an Entrepreneurial Proof of Concept and Innovation Center (EPIC). Available to students, faculty, and community members, this partnership with Riverside County provides critical services including coursework, mentorship and access to investors. The Highlander Venture Fund is a \$10 million fund that provides start-up and seed capital to university and community startups.

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 trust in American democracy and institutions; and natural disasters.

Early in the pandemic, there were many examples of UCR's positive community engagement. Years of relationship-building became assets as the campus R'Garden connected with local food pantries, the theater department sewed masks for those in the community who needed them, medical students distributed supplies with local partners, and the Center for Social Innovation convened weekly calls with community-based organizations to share vital information from state, county, and local levels.

New initiatives also flourished. For example, the Career Center piloted a new summer community internship program for underrepresented students with the local Hispanic Chamber of Commerce and the U.S. Environmental Protection Agency, with many remote internships. The University Eastside Community Collaborative was able to re-tool and prepare for a new initiative that would eventually triple the size of the

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cohort and its impact. UCR has also been an important place for ongoing conversations about racial justice, both on the campus and within the community. In response to campus and community concerns about the nature of policing, the Chancellor decided to move UCR PD into a newly-formed Health, Well-being, and Safety Unit that reports directly to him. This is an innovative model of providing collaborative responses to student mental health and safety needs.

At the same time, there have been signs of increased stress on the community engagement infrastructure at UCR. Student self-reported data from the biennial UC Undergraduate Experience Survey (UCUES) regarding community service and academic community engagement indicates that there was a drop in both the UC system and UCR-specific participation numbers in 2020 and 2022 when compared to previous years. Also interesting were the differences in responses about desire for community engagement. The questions posed to students were: "Opportunities to connect my academic work with community-based experience are important to me" and "Opportunities to engage in community service while a UC student here are important to me." Preliminary analysis of the responses appears to indicate that interest in these opportunities may be waning. While we will continue to observe and analyze, it could be further indication that following the pandemic students are struggling to re-engage holistically.

UCR's offices of Student Life and Undergraduate Education also felt the impact because they worked together to purchase and implement a new community engagement online platform in 2019. They were initially successful in gathering and training community partners, faculty, and students in using the site to find opportunities, record hours, and write reflections. However, the pandemic slowed this progress, and to date it has been challenging to build the momentum back.

Since our desire is for this application to serve as a framework for building from our current baseline, we opted not to use pre-pandemic data, even when it would have provided higher participation numbers. Much of the reality for our students and communities has changed, so we are moving forward to build back better from within our current context.

SECTION 3: Quality of Community Engagement Relationships

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

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

Answering questions about partnerships between the institution and community partners at times creates an artificial dichotomy between the two, when in reality there is constant overlap between UCR and our community that has been carefully woven over decades to create authentic reciprocity. For example, our many

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Latino alumni continue to be embedded in the structures of the university by mentoring students in Chicano Student Programs, participating in the Latino and Latin American Studies Research Center, or working at the university, while simultaneously leading important community-based organizations or holding elected office.

Maintaining this authentic reciprocity requires vigilance and intentionality on the part of university leadership. UCR has a multi-pronged strategy that includes partnerships through the Chancellor's office, Government and Community Relations, Research & Economic Development, the admissions and alumni offices, as well as through programs and offices within Student Affairs. Interdisciplinary centers are structured to include community partners at all levels of leadership and governance. Colleges and Schools also have structures for advisory boards with community partners. For example, the Psychology department funds a Community Advisory Board "to include community members in the interpretation and dissemination of our research (including as co-authors of manuscripts)."

Each of these areas regularly collect and share data about shared community engagement efforts. Recently this came into sharp focus during the strategic planning process, when campus and community leaders teamed up to conduct interviews and focus groups. The early findings from those efforts were then shared back with the participants for additional feedback.

UCR consistently engages in two-way conversation with a wide variety of community groups about mutual benefit for the community, the Inland Empire region, and the campus. Some examples of these groups are the Monday Morning Group, Inland Action, Inland Empire Economic Partnership, the Greater Riverside Chambers of Commerce, the Latino Network, and the IE Community Foundation. Each of these organizations has regularly scheduled meetings that UCR representatives attend to provide updates about the campus, and to solicit feedback and ideas for supporting these organizations and our shared goals.

The UCR Career Center, together with other campus partners, regularly hosts the Riverside Chamber of Commerce quarterly meeting. This provides an opportunity for mutual sharing about current opportunities for support and collaboration. For example, in one recent meeting, the UCR Career Center shared about community internship programming (including students who were able to share and network with local partners). Local leaders then toured the campus-based incubator designed for community partners and entrepreneurs.

For more than ten years, the Chancellor has met regularly with a series of community advisory committees representing the interests of a wide range of community organizations and residents. These include the Grier Concerned Citizens (founded by African American community leaders and UCR alumni), the Chicano/Latino Advisory Committee, and the Native American Advisory Committee. University leaders in Government and Community Relations, Advancement, Student Affairs, and Diversity, Equity, & Inclusion work closely with the chairs of these community advisory committees to develop agendas for these meetings, including providing regular updates on important community events and concerns.

UCR has also instituted a practice of inviting community members to participate in search committees for campus leadership positions to ensure that community voices are represented in recruiting and hiring decision-makers. Other campus committees such as the Chancellor's Advisory Committee on the Status of Women (CACSW) have requirements in their charter language to include representatives from local community organizations.

The School of Medicine's Center for Healthy Communities (CHC) provides an example of using partnership assessment data to improve reciprocity, particularly through their PRIME program. The PRIME program (future physician leaders underrepresented in medicine) participants learn critical skills in working with African, Black, and Caribbean communities to advocate for better health outcomes with the communities' priorities front and

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center. CHC's role is to support medical students and provide community engagement experiences and opportunities. They have immersive instruction, community-based education, and clinical experience in underserved communities.

Community partners (e.g., Black elected officials, trusted community liaisons, and faith leaders) appreciate the opportunity to engage, educate, and shape future physicians. In their advisory capacity, they provide strategies for communicating with the community, removing bias, and working in partnership to improve their health outcomes. One of the partners, Rev. Dr. Barry Settle summarizes: "The work CHC does is essential as they have been the bridge to connecting academia with the community in innovative ways that I believe will improve the future delivery of care for the African, Black, and Caribbean communities."

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).

UC Riverside collects data on community partnerships in various ways across campus, and we have developed a few overarching principles in the way we approach this data collection and analysis. First, we seek to have a collaborative approach between units across campus, so that we are not sending surveys and requests to partners from various departments. Second, we seek to create relational and mutual feedback loops while gathering data, so that we are not merely sending surveys with no further opportunity for interaction. Third, we seek to support broader information-gathering efforts around regional and state community partnerships and collectives in which we participate, rather than merely looking to collect data for our own purposes.

Supporting community-based organizations, particularly those working with marginalized populations, has been a particular focus for UCR's Center for Social Innovation (CSI). In 2020, CSI conducted a comprehensive survey with non-profit organizations in our region. The survey and subsequent report highlighted the ethnic diversity of non-profit leadership. Rather than limiting the survey to an academic exercise, it has been used to inform non-profit training and networking opportunities, including weekly calls throughout the pandemic, organized by UCR and inviting county and state leaders to interact regularly with non-profit leaders.

Additionally, they created an Inland Empire Initiative Map and database that is publicly available on their website. "In preparation for the March 31, 2021 Inland Empire Policy summit, partners from across the region added their efforts to provide an updated map of collective initiatives that advance core values of resilience, inclusion, sustainability, and equity (RISE). Summit participants also identified additional priority values, as well as commitments to key operating principles for leaders in the region—from government, businesses, nonprofits, faith-based communities, and philanthropy—that will continue strengthening our collective work."

Other campus departments also regularly collect data on community partnerships. For example, the University Eastside Community Collaborative (now CollegeCorps) meets twice per year with community partners where students are placed to gather input on the experience of the community partners and the participating students. Out of these meetings, UCR leaders and students have been invited to participate in additional community meetings, further expanding networks and relationships. The CollegeCorps leadership has also made adjustments to the content of training sessions, based on feedback from partners and students. For example, the former superintendent assisted with a training session and encouraged a focus on the power of a caring adult; several students remarked that his words stayed with them and influenced their approach to their placement.

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The School of Education distributes an annual survey to partners who host community engaged learning activities. They have also worked with students in an education research methods course to conduct interviews with community partners on their experiences. The information collected through these surveys and interviews then informs the training and support for future cohorts. It is also valuable community-engaged research experience for the students, who are learning valuable research methods techniques through the course, and directly applying their skills by working directly with community partners in the continuous improvement cycle.

University Extension has been working closely with local partners for decades to ensure that their programming aligns precisely with community needs. Recently, they conducted a comprehensive analysis of the Inland Empire Region with a special focus on the Coachella Valley to better understand workforce needs of the region and inform educational offerings. The research included an opinion leader study at 15 organizations and an occupational mapping analysis to identify opportunities for UC Riverside to strategically align its educational programming and credential pathways to meet the needs of employers and learners. The study ran data models using existing labor databases and identified educational content based on the region's growing workforce demands, measured the region's awareness of UCR, and explored the credential types that are most appealing for local industries. The study measured industries' attitudes towards skills-based micro-credentials and professional certificates and will inform the development of new programs and stackable credential pathways.

The University of California's Cooperative Extension (UCCE) offices are community problem-solving centers—the bridge between local issues and the power of UC research and teaching. They support stakeholders, such as the general public (e.g., master gardeners), government agencies, and farmers. For instance, they assist farmers who wish to implement more water-efficient growing methods and solve pest management problems, as well as mobilize to address the threat of a changing climate. UCR is heavily invested in Cooperative Extension, with more than 20 specialists who are regularly conducting needs assessments with local partners and launching collaborative projects based on those assessments. For example, one UCR cooperative extension researcher specializing in water resource economics and policy regularly gathers timely applied research questions, data, funding, and input from local municipal water districts and other partners. He facilitates teamwork among government agencies, stakeholder groups, and private industry with a focus on promoting sustainable and cost-effective strategies for addressing water-related issues, such as water scarcity/drought. The data gathered in these projects then also informs his Water Economics, Management and Policy undergraduate course.

To ensure that we are not missing valuable opportunities for mutually beneficial assessment and feedback, we are also working on additional ways to gather feedback from partners whose voices may not be included already. Because we also want to constantly encourage partners to come to campus, and because we want to reward the efforts of those who provide feedback, we are providing free campus parking and dining gift cards to those who complete surveys or participate in interviews.

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?

An important principle for UCR in assessment of community engagement is to work together with partners to create goals and gather data together. There are two very relevant examples of these collective goals to highlight here - 1) regional educational attainment, and 2) regional economic development.

UCR has been key to founding and leading the Growing Inland Achievement (GIA) collective. This group has developed a collective goal around improving educational attainment in the region. Rather than working

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individually or bilaterally with local school districts and community colleges, GIA brings together educational partners from around the region, gathering data together about educational attainment in the region and aggressively sharing information.

UCR's Chancellor currently serves at the chair of this board. Here is the official description: "Growing Inland Achievement (GIA) is a regional K-16 education collaborative that works to achieve educational and economic equity in the Inland Empire. GIA accomplishes this by serving as a collective impact (backbone) organization that supports a cross-sector network of education, government, nonprofit, and business institutions in the Inland Empire who are all collectively working towards a shared vision of educational and economic success. GIA researches issues and opportunities, resources innovations and solutions, and connects diverse stakeholders across the two-county region of the Inland Empire. GIA's vision is that by 2035, San Bernardino and Riverside Counties will be widely recognized for their educated workforce, thriving communities, and vibrant economy that creates prosperity for all." UCR works with GIA to provide regular reporting on progress toward the goals, as well as opportunities for stakeholders to meet together to discuss the reports and progress, often on UCR's campus.

We also work closely with city and county partners to create goals for regional economic development. Recently, these collaborations have led to an extensive Northside Agricultural Development Project with the city, as well as support for local small businesses impacted by Covid-19. The UCR Entrepreneurial Proof of Concept and Innovation Center (EPIC) conducted an extensive analysis of the technical assistance programs currently available to Inland Empire small business owners from more than 100 ecosystem non-profits and agencies. Through that process they identified unmet needs in the areas of robotics and automation, data analytics, cybersecurity, and 5G/IoT. Then the EPIC team developed a program to assist businesses with consulting services in those areas. To date, the center has supported 248 small businesses and startups, provided more than 11,000 hours of expert mentorship, and developed over 300 jobs. The Small Business Development Center has also trained over 600 entrepreneurs and raised more than \$70 million in capital.

Additionally, UCR houses the only Life Sciences wet-lab incubator in the Inland Empire, which is a valuable resource for local entrepreneurs who were previously forced to migrate to coastal cities to find laboratories and expert mentoring to grow their companies. Housed in the Multidisciplinary Research Building, the Life Sciences Incubator is a 3,000-square-foot facility specially outfitted to host startups in the life sciences, agricultural, biotechnology, and medical fields. It is currently occupied by 10 companies.

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

UC Riverside is a diverse and inclusive campus deeply committed to partnering with marginalized communities regarding a number of campus initiatives, including faculty research and student learning. Unidas por Salud provides an example of providing sustainable compensation for women in a medically underserved community who are actively working with UCR on both research and service delivery. The lead contact began as a contracted worker through a grant, receiving a small stipend for her work. Over time, UCR and another partner organization helped her to develop her own small business so that she could operate in a more sustainable way as a vendor and receive payment via purchase orders. Other "promotoras" in the network are paid through honoraria, or more recently, as limited time employees. There are some bureaucratic hurdles to overcome, such as how to adequately compensate those who are undocumented, and how to quickly and efficiently send payments.

Our Ethnic and Gender Programs, which include African Student Programs, Asian Pacific Student Programs,

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Chicano Student Programs, LGBT Resource Center, Middle Eastern Student Center, Native American Student Programs and the Women's Resource Center, provide comprehensive engagement programs to support a sense of belonging, and ultimately student retention and graduation. These programs include bringing speakers and/or other guests to campus who are compensated through the Ethnic and Gender Program budgets. For example, the LGBT resource center recently budgeted \$2,500 to pay LGBTQ+ community members who served as panelists for an event.

Additionally, a College Corps Grant provides students with the opportunity to serve in three priority areas: Education, Climate Action, and Food Insecurity. The placement sites are located in the Riverside community. Local partners receive in-kind donations for agreeing to serve as a host site for students. UC Riverside's Career Center in partnership with the Alumni Association provides students with opportunities to network with fellow UCR graduates regarding internship and career advice. The engagement with Alumni can lead to internships and/or jobs for students. Alumni participating in these activities receive in-kind support as a form of compensation for providing time and expertise.

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	Unidas por Salud
Community Partner Name	Conchita Servicios de la Comunidad
Community Partner Contact	Maria Pozar
Campus Partner (person, program, department, center, etc.)	Ann Cheney, PhD, faculty in UCR School of Medicine Dept. of Social Medicine Population and Public Health
Purpose of the Community-Campus Partnership	Unidas por Salud was established by women and is led by indigenous and immigrant women. Our goal is to build the capacity of premedical, pre-health, and medical students and community health workers to collaborate with healthcare systems and community partners to serve the underserved Latinx and Indigenous Mexican communities in the rural desert region of the Eastern Coachella Valley. Our work is student and community driven and encompasses research, education, and health service delivery. Our partner, Maria Pozar, who is part of the leadership of Unidas por Salud, established Conchita Servicios de la Comunidad in 2021 to create an administrative organization to receive federal, state, and local monies. Maria Pozar oversees our team of 16 community health workers (CHWs) with training in human subjects research. Our team of CHWs partner on health disparities research including randomized clinical trials as both implementers of interventions and collectors of data. Their strength is in recruiting vulnerable populations, engaging them in research, public health efforts, and healthcare and retaining and strengthening relationships with the community-academic partnership.

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Length of Partnership	5 years
Number of faculty involved	8 faculty (6 UCR, 1 Brown University faculty, 1 faculty at El Colegio de la Fronter Norte). Additionally, we collaborate with 2 clinical faculty at the Universidad de Xochicalco Medical School in Enseñada, Baja California Mexico
Number of staff involved	2 full time staff 1 part time staff at Brown University 3 part-time paid students 1 full-time GSR 16 part-time community health workers
Number of students involved annually	Research: ~15-20 annually mix of graduate students, undergrads, medical and public policy students; Education: 118 students in the HABLAMoS Program Health Service Delivery (CVFC): 35 students (29 undergrads and 6 med students)
Grant funding, if relevant	NIH/NIMHD, NIH/NHLBI, PCORI, Desert Healthcare District & Foundation
Impact on the campus	Over the years, I have seen an increased interest of students in health disparities research and consideration of the health needs of rural immigrant Latinx populations. Every month, I get the opportunity to chat with a group of 3-5 premedical students committed to serving low-income immigrant Latinx Spanish speaking patients via the CVFC. The car ride, roundtrip, is 3 hours. I get to hear undergrads talk about their interest in medicine, in public health, and most exciting (for me) research. They have an incredible passion for underserved communities and commitment to staying in the region. Unidas por Salud, our research, education, and health service delivery opportunities provides them the ability to serve rural communities and learn about opportunity structures and access and lack thereof in rural places in our region. As a scholar of rural health, this is incredibly impactful and has great potential to increase the presence of future physicians and public health practitioners in rural areas as the students early in their education and careers begin to develop relationships with families in rural communities.
Impact on the community	Whether it's research, education, or service, we put students and community together so there is continual exchange of information and co-learning. For instance, medical students in our HABLAMoS program provide public health talks in Spanish to communities including CHWs to impart knowledge, the CHWs often talk about the importance of these talks to their own learning and how they share the recorded talks and material with community members and family. Another example, our CHWs and other community members hold conversations with medical students learning Spanish – the CHWs have shared how this knowledge exchange empowers them, they get to teach doctors in training Spanish and benefit from the knowledge they gain about health.
Provide one example as to how reciprocity is enacted through the partnership	Our partnership is grounded in principles of community based participatory research (CBPR) approaches and values shared decision making, resource allocation, and power sharing. We ensure that all research, education, and service benefits both the academic-community partnership and the community itself. One way we have done this is by using our findings from research to inform healthcare service delivery, in this case the establishment of the CVFC and the development of HABLAMoS. Both represent ways to reduce barriers to accessing in-language healthcare services and public health information.
Titles of Courses Linked to Partnership	HABLAMoS, Designated Emphasis in Medical Spanish

Partner #2

Project/Collaboration Title	CollegeCorps
Community Partner Name	City of Riverside (one sample partner - the program works with more than 30 other partners)

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Community Partner Contact	Councilmember Clarissa Cervantes and Field Representative Miguel Lujano
Campus Partner (person, program, department, center, etc.)	Alicia Lopez Hernandez, Office of Educational and Community Outreach
Purpose of the Community-Campus Partnership	The purpose is to improve the lives of youth in the Eastside of Riverside by providing academic assistance in their schools, providing a safe and welcoming after-school environment, and engaging Eastside residents in service to their community. This program used to be called the University Eastside Community Collaborative (UECC), and the success and positive community relationships of that program led to it being tripled in number and expanded in scope.
Length of Partnership	27 years
Number of faculty involved	
Number of staff involved	5
Number of students involved annually	150
Grant funding, if relevant	California Volunteers/AmeriCorps
Impact on the campus	The College Corps program provides an opportunity for undergraduate students to have hands-on experience in the community while providing service to the community. By gaining hands-on experience undergraduate students have the opportunity to determine whether they want to pursue a career in the field they are serving in.
Impact on the community	The three focus areas of the program include Education, Climate Action, and Food Insecurity. The program provides academic assistance to approximately 800 K-6th grade students. In addition, it engages in various community beautification projects around the community. In regards to combating food insecurity, the program has to date recovered almost 10,000 pounds of food for redistribution and distributed almost 50,000 pounds of food. Lastly, the program has transplanted or maintained over 2,500 native plants while producing and maintaining over 1,300 pounds of compost.
Provide one example as to how reciprocity is enacted through the partnership	UCR undergraduate students have the opportunity to get hands-on experience (and funding for their education) while providing academic assistance and serving as role models to local K-6th grade students.
Titles of Courses Linked to Partnership	While there is no specific course, students can use the experience toward curricular requirements for community engaged learning (such as in the School of Education).

Partner #3

Project/Collaboration Title	Riverside County Education Collaborative
Community Partner Name	Riverside County Office of Education (and partnering with Moreno Valley College, Mount San Jacinto Community College District, The College Board)

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Community Partner Contact	Catalina Cifuentes, Executive Director, RCOE
Campus Partner (person, program, department, center, etc.)	Undergraduate Admissions, School of Education
Purpose of the Community-Campus Partnership	Develop best practice programs that promote a college going culture and successful transition to post-secondary education that can scale out to the larger Riverside county area.
Length of Partnership	8 years
Number of faculty involved	3 School of Education faculty
Number of staff involved	10-15
Number of students involved annually	Varies depending on the program - ranges from 100 to 1,500 students at all levels of the pipeline.
Grant funding, if relevant	2017-2019 (Thomas Smith, PI): "Best Practices to Mitigate Remediation in Riverside County Students". The John Randolph Haynes and Dora Haynes Foundation. Amount: \$199,071
Impact on the campus	Increase in the number of students from Riverside County applying to UCR. Increase in the number of students coming from the region to UCR who are college ready. While the focus of the RCEC has not been on research, this network has helped guide the formulation of research questions that are driven by the collective agenda of the RCEC and, importantly, provided an opportunity for the findings of research conducted by UCR/SOE faculty to have an impact on schools and students in Riverside County.
Impact on the community	Increase in the percentage of students enrolling from Riverside County in post-secondary education. Increase in the number of students coming from the region who are college ready. The outcomes of the research funded by our Haynes Grant have been shared with district leaders to inform school and district decisions about implementing or improving high school programs supporting college readiness and college-going.
Provide one example as to how reciprocity is enacted through the partnership	The data sharing agreement in place between UCR and Riverside County allows for more intentional connections between applicants, admits, and SIRs from students attending schools within the county. There is also an AP Readiness program held on the UCR campus. The program aims to improve the teaching abilities of AP instructors while simultaneously giving students the skills they will need to be successful in college level classes.
Titles of Courses Linked to Partnership	N/A

Partner #4

Project/Collaboration Title	School of Education Community Engaged Learning Internships
Community Partner Name	Comeback Kids Charter (one example among many partners)
Community Partner Contact	Malcolm Anderson, Adult Basic Education Teacher

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Campus Partner (person, program, department, center, etc.)	Sara Juarez, Community Engaged Learning, School of Education
Purpose of the Community-Campus Partnership	The purpose of this partnership is to provide an internship to the SOE undergraduate population with the goal to assist them in completing the required 40 hours of Community Engaged Learning. The Community Engaged Learning program hopes with the assistance of a few interns, Come Back Kids continues to serve the community with academic, college, and career development.
Length of Partnership	2 years
Number of faculty involved	1
Number of staff involved	1
Number of students involved annually	10
Grant funding, if relevant	N/A
Impact on the campus	Many undergraduate students are discovering the precise career path that they would like to move forward with. The experience they receive at Come Back Kids allows them to explore what they like and don't like which leads to more confident students. When we see our students increase their confidence in what they would like to move forward with, it leads the campus programs like the career center to advise on more advanced level topics such as what grad programs students need to attend to obtain that specific career path. Therefore, the impact on campus is both on the student side (increasing the confidence in what is to come after graduation) and campus programs side (advising on more advanced topics rather than guiding them from the beginning).
Impact on the community	Come Back Kids is a charter school that serves students ages ranging from 13-30 around the Inland Empire. The undergraduate students serve as mentors in various topics like college and career development while also assisting the students academically. Many of the charter students have not met a college student or have not seen someone be successful in college; the mentorship they receive from the undergraduates serves as a guide on what to do and what not to do. The charter students are receiving one more person to care about their future and provide the necessary tools and information to have a successful future. With the help of the Come Back Kids staff and undergraduate students, the charter students gain the proper tools to accomplish their higher education and career goals. In addition, the extra assistance the undergraduate students provide to Come Back Kids, frees the professional staff to concentrate on other important matters.
Provide one example as to how reciprocity is enacted through the partnership	The SOE undergraduate students who are assigned to intern at Come Back Kids receive a professional experience in the field of Education. These students are able to learn more about the field, themselves, and use their skills in assisting the next generation. In addition, undergraduate students do not need to find this opportunity on their own and are able to focus on the experience rather than the logistics of finding an internship that aligns with the CEL requirement. The benefit to Come Back Kids is the assistance they receive from the number of interns they receive. Instead of being understaffed or looking for professional staff, they are able to provide an opportunity to a passionate student who is currently learning critical teaching and learning theories.

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Titles of Courses Linked to Partnership	N/A
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Partner #5

Project/Collaboration Title	STEPCon
Community Partner Name	Science and Technology Education Partnership (STEP)
Community Partner Contact	Debra Johnson
Campus Partner (person, program, department, center, etc.)	Arun Raju, UCR Center for Environmental Research and Technology - CE-CERT
Purpose of the Community-Campus Partnership	This is a partnership of K-12, higher education, and industry leaders that organize and implement three distinct programs: the STEP Student Conference, the Educator STEP Conference and the STEM Summer Learning Labs. The student conference is a one day event consisting of an engaging science show and dozens of hands-on, interactive exhibits. The Educator Conference is the premier STEM focused professional development conference in our region, providing inspiring keynote presentations and engaging workshops by successful classroom practitioners. The STEM Summer Learning Labs provide week-long programming for High School students that usually consist of team planning projects, engagement with local and higher education professionals, and presentations. The overall objective for this specific partnership between STEP and CE-CERT is to educate high school students on the different environmental issues in today's society and how they are being addressed at CE-CERT.
Length of Partnership	10 years
Number of faculty involved	5-10
Number of staff involved	1-3
Number of students involved annually	3-5 UCR grad students in each lab (around 20 total) during the tour; other students are recruited to do experiments, help with logistics, etc.
Grant funding, if relevant	N/A
Impact on the campus	UCR student researchers/interns gain hands-on experience while serving as role models for high school students, and the campus gains more exposure to high school students interested in learning more about this research or school. Long term, there is benefit to talent development in the region as students in middle and high schools locally are exposed sooner to STEM careers, and specific STEM pathways that include UCR.
Impact on the community	High school students, especially students from groups currently underrepresented in STEM fields from our region, gain more knowledge on environmental issues and the tools used to solve them. They are able to see various pathway options in STEM and can see themselves represented in the scientists and researchers at UCR and STEP. Student conference reaches 4,000+ K-12 students when in person (non-Covid year), and in 2020, 18,000+ students virtually. Educator Conference is attended by 200-250 K-12 educators in our region. The STEM Summer Learning Labs work with 150-200 High School students in the Inland Empire.

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Provide one example as to how reciprocity is enacted through the partnership	UCR student researchers and interns gain hands-on experience while serving as role models for high school students. Planning committees consist of members of local industry, UCR, both county offices of education (RCOE and SBCSS), and several local school districts (Riverside USD, Corona-Norco USD, Val Verde USD, Rialto USD, Moreno Valley USD) BCOE Staff (MESA Director Carlos Gonzalez) serves on the STEP Executive Planning Committee and co-chairs the Educator Conference Committee. BCOE CE-CERT staff are also part of the Executive Planning Committee. BCOE CE-CERT also supports the student event by providing High School focused programming. The college also supports STEP financially through gifts and grants.
Titles of Courses Linked to Partnership	N/A

Partner #6

Project/Collaboration Title	Relevancy & History Project
Community Partner Name	California State Parks
Community Partner Contact	Blythe Wilson, Relevancy and History Program Manager
Campus Partner (person, program, department, center, etc.)	Catherine Gudis, Associate Professor and Director, Public History Program
Purpose of the Community-Campus Partnership	Relevancy & History was begun as a pilot project at California Citrus State Historic Park (CCSHP) in Riverside and is now a permanent program statewide. The purpose is to develop and model strategies for community-engaged research; inclusive and relevant historical interpretation; and pathways to employment in Parks for a new generation of students who reflect the demographics (and diversity) of the state. Employing the narrative framework of “migrations and immigrations” to explore the racial, ecological, and spatial formations of California, the project aims to make apparent the relevancy of history to the present, and to begin to transform state historic sites that preserve the past into dynamic spaces of civic dialogue and engagement today.
Length of Partnership	7 years
Number of faculty involved	1, with classes at CSUSB and CSUF sporadically involved through 2 other faculty there
Number of staff involved	1; History Dept staff oversee accounting of grant funds
Number of students involved annually	Varies by year; between 60 and, pre-COVID, 150
Grant funding, if relevant	Approximately \$45,000 per year

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Impact on the campus	Students who have taken my lower-division “L.A.-I.E.: Race, Place, and Story” introductory class are given priority to enroll in the Group Public History Practicum and Internships; after the Practicum or Internship they are eligible to be paid interns or grad student public humanities fellows. In addition, UCR students have been hired into seasonal and permanent positions at California State Parks. Experience in public humanities work have enabled students to diversify their academic training, gain professional and transferable skills; and be more competitive in the job market and grad school applications. Both graduate and undergraduate students have been hired into seasonal and permanent positions at California States Parks. They have also learned of their interest in public humanities work through these opportunities and have gone on to attend graduate school; work in local archives, museums, and other public history venues; and become teachers (many of the pre-COVID UCR interns worked with school tour programs). The campus has forged ongoing relationships with community-based organizations.
Impact on the community	Transformed historical interpretation at the Park to include voices of the people whose ancestors built the citrus industry and continue to labor in the fields, packinghouses, and new businesses that have taken over the agricultural land in the last 50 years. (As per community request.) In addition, Latino/x/e, Asian American, African American, and working people can see themselves represented at the Parks and on three digital platforms: sweetandsourcitrus.org (Sweet and Sour Citrus was the name of our pre-COVID programming) and a related but new mapping and digital archive initiative, entitled A People’s History of the Inland Empire: Storyscapes of Race, Place, and Queer Space in Southern California.
Provide one example as to how reciprocity is enacted through the partnership	Through the Relevancy & History Project, UCR’s Public History Program faculty and students facilitate engagement with more than a dozen local and community-based organizations with whom we identified research and programmatic needs; conducted oral histories; organized and presented family festivals; created exhibitions; and installed public art at California Citrus State Historic Park and on digital platforms. With Parks personnel—including UCR students and graduates hired by Parks—and community members, we uplift the voices and histories of working people in the region whose labor and migrations helped build the citrus industry and beyond.
Titles of Courses Linked to Partnership	Student involvement has been through classes that vary by year, including— Research Seminar: Public Histories of Im/migration Group Public History Practicum Group and Individual Public History Internship (grad and undergrad) Historic Preservation Practicum (grad students)

Partner #7

Project/Collaboration Title	Riverside Visual and Performing Arts Partnerships
Community Partner Name	Riverside Unified School District Visual and Performing Arts (one of the 50 host sites on the roster for the Gluck Fellows Program roster)
Community Partner Contact	Annemarie Guzy, Visual and Performing Arts (VAPA) coordinator for RUSD
Campus Partner (person, program, department, center, etc.)	UCR ARTS; Gluck Fellows Program of the Arts; Department of Theater, Film, Digital Production; Department of Music; School of Education

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Purpose of the Community-Campus Partnership	UCR has enjoyed a fruitful partnership with the Riverside Unified School District on many levels, and one important component in this “City of Arts and Innovation” has been collaborations around Arts programming. UCR ARTS has provided a number of educational opportunities for local students, based on both the content of rotating exhibits, and the interest of particular groups of students and teachers. Recently, this has included a social justice sewing academy and a social justice comic book art workshop. In the past, they have hosted high school students for a music composition workshop. Other departments have also collaborated for mutual benefit. For example, the Department of Theater, Film, and Digital Production has worked with RUSD and Riverside Film Studios on hip hop theater projects; the Department of Music recently participated in a collaborative performance of choral groups with Riverside Arts Academy. The mission of the Gluck Fellows Program of the Arts is to create the opportunity for the broader community to benefit from the creative, performative, and expository talents of the graduate and undergraduate students of the Departments of Art, Creative Writing for the Performing Arts, Dance, History of Art, Music, Theatre, Film and Digital Production, and UCR ARTS. We believe open access to creative pursuits is one of the fundamental components of healthy communities and endeavor to provide this access to the underserved in the greater Riverside community.
Length of Partnership	25 years
Number of faculty involved	10-15 through the various programs (e.g. the Gluck Program works with about 10 faculty each year)
Number of staff involved	1-5 (one staff member at the Gluck Program)
Number of students involved annually	There are around 70 UCR students involved in the Gluck Program, both graduate and undergraduate. The combined programs reach thousands of K-12 students each year.
Grant funding, if relevant	The Max H. Gluck Foundation - approx \$500,000 annual budget
Impact on the campus	Gluck Foundation support is crucial for our UCR students, pursuing undergraduate and advanced degrees in the arts and many of whom are first in their families to attend college. Without this financial assistance, many of the Gluck Fellows would not have access to the arts education they need – which, for artists and musicians, more often than not includes teaching and performing in the community. Gluck Fellows are beneficiaries both financially as program leaders and educationally as program participants from the generosity of the Max H. Gluck Foundation as much as each elementary student and elderly resident receiving Gluck programming.
Impact on the community	Through the UCR ARTS partnerships, in the past year RUSD students have been able to explore social justice through comic book art and a sewing academy. Some honors students also participated in a workshop on composition. The Gluck Fellows Program of the Arts at UC Riverside served 17,199 people in the reporting period January – June 2019. Those served included 17,049 community audience members and 150 Graduate and Undergraduate Gluck Fellows. The number of people served over the academic year July 2018-June 2019 was 31,096. Approximately ¾ of those served are low-income.
Provide one example as to how reciprocity is enacted through the partnership	Last year, one of the Gluck fellows presented a series of short music workshops in a local 5th grade dual language immersion public school class. This in itself both provided good experience for the UCR student, as well as valuable musical enrichment for the 5th graders. Then the teacher came to UCR’s campus to speak with education major students about teaching in a dual language immersion program.
Titles of Courses Linked to Partnership	Some students receive independent study credits to create their Fellowship programs. Dance ensemble members attend Dance 168 in the quarter before their ensemble tour.

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Partner #8

Project/Collaboration Title	Innovation & Entrepreneurship Training
Community Partner Name	Brown and Black Collective Youth Program (now known as the Multicultural Collaborative)
Community Partner Contact	Alex Avila, Founder, Avila Production
Campus Partner (person, program, department, center, etc.)	Rosibel Ochoa, PhD, AVC for Research & Economic Development
Purpose of the Community-Campus Partnership	Increase engagement of marginalized populations in UCR's regional entrepreneurial efforts
Length of Partnership	1.5 years
Number of faculty involved	8
Number of staff involved	12
Number of students involved annually	~350 high school students reached (through workshops - in progress)
Grant funding, if relevant	\$50,000
Impact on the campus	Identifying cohorts from the marginalized community that may apply to UCR or enter into our entrepreneurial programs.
Impact on the community	Achieving greater awareness and knowledgebase of potential career pathways with marginalized communities, focusing on areas of high need in the region, including agriculture and sustainable transportation.
Provide one example as to how reciprocity is enacted through the partnership	Alex has provided feedback on the structure and content of our programs to make it more welcoming and understandable for the marginalized community, and UCR staff and faculty have learned a lot from this process and have henceforth achieved a greater engagement level in our programs. Examples include elimination of specific vocabulary, considerations about transportation and incentives, and overall mindset of how the community is thinking. Alex has also identified cohorts of people and connection points to the community to expand our reach and marketing efforts. In turn, UCR has been a good partner to his community based organization, providing services, visibility, and much needed funding to grow. Since the initial partnership we are now jointly applying to proposals and presenting our successes together in high profile meetings (such as with the UC Regents and the Irvine Foundation).
Titles of Courses Linked to Partnership	Office of Technology Partnership's training program (for community members and through UCR extension certificate programs)

SECTION 5: Institutional Identity and Culture

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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.

Our mission statement reads: "The University of California, Riverside will transform the lives of the diverse people of California, the nation, and the world through the discovery, communication, translation, application, and preservation of knowledge – thereby enriching the state's economic, social, cultural, and environmental future."

Our vision statement (from the "Path to Preeminence Report") asserts that UCR's campus should provide "a transformative experience in a living-learning environment that is engaged with, and responsive to, the needs of our larger communities." A defining feature of the educational enterprise is to engage students with our communities and help them develop skills and abilities that will not only transform their own lives but also positively affect those communities.

UCR is committed to fulfilling our responsibilities as the only Carnegie R1 research university in our fast-growing region, and as a land grant institution with a commitment to collaborative problem solving for regional needs. As mentioned in the definitional section, our current operational definition of community engagement includes an emphasis on our pillar of "advancing the public good" and our role as an anchor institution for research and economic development in the region.

Operationalizing our mission, vision, and community engagement definition requires us to be in regular communication with regional leaders and residents, both at the University's central leadership level and through individual schools, colleges, units, and initiatives. Our community partners tell us that economic development, healthcare, and educational attainment are important to them. There is also increasing interest from our partners around sustainability and innovation. At a central level, UCR sets the vision for our participation in these important areas. This vision-setting should in turn appear in the mission and vision statements of the units actively engaged in this work.

The evidence demonstrates that the university-wide vision is indeed finding its way into the mission and vision statements of university offices and centers. For example, the Office of Technology Partnerships, which has grown significantly in the last five years, contributes an important part of our "advancing the public good" vision as they facilitate "the development and commercialization of ideas emanating from UCR and the community for the benefit of society." Another recent initiative, the Center for Social Innovation, focuses on a different facet of advancing the public good through their "collaborative research, policy innovation, and narrative change aimed to more fully realize the region's potential in terms of its civic activities, philanthropic investments, and growing nonprofit sector." The Center for Healthy Communities "promotes research to improve the health of medically underserved, culturally, and economically diverse communities in the Inland Empire."

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

UCR is committed to creating a campus environment where community engagement is valued and accomplishments in this area are celebrated.

The Community Service Dinner is an annual program that brings together UCR students, staff, faculty, administrators, and community members (both organizations and residents of the local community). The goal of

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this program is two-fold. First, the dinner is an opportunity to celebrate excellence in service. Campus offices nominate other campus and community partners to recognize for their excellence in advancing the campus commitment to community engagement. Those who are recognized are given an Excellence in Service plaque and their accomplishments are reviewed at the dinner. These opportunities for recognition have also provided the additional benefit of inspiring and motivating others to reach similarly high levels of community engagement.

The second goal of the dinner is to bring together diverse constituents to discuss important questions about UCR's role in the community. In addition to being a celebratory program, this is a "working-dinner." Attendees are grouped together at tables in an intentional mix of students, staff, faculty, and community partners to discuss question prompts. The campus always receives valuable insight during this program and the information we collect is used to inform practices moving forward. For example, in 2018, one of the items that was discussed with community partners was their desire for the campus to showcase community service opportunities for students. Shortly afterward, the campus purchased an IT platform for this purpose.

In addition to the Community Service Dinner, the campus also hosts the annual Student Organization Awards and the Pillars Awards Ceremony. These events bestow campus awards on student organizations who outperform all others in their commitment to community engagement. Winning organizations are selected by a committee of campus staff. The School of Education also has an annual dinner to bring together community partners with students, staff, and faculty.

The UCR Alumni Association Highlander Impact Award is presented to distinguished student leaders who have volunteered significant time and effort in community service projects and programs. Community service for this award is considered volunteerism above and beyond requirements for majors or programs. Special consideration will be given to students who are leaders in their community service efforts. Up to five recipients receive a medal and are recognized at an award ceremony in the spring.

UCR's Staff Assembly celebrates community engagement by presenting the "People Helping People" Award to a staff member who has participated in extensive volunteer and community service. They receive nominations each spring, and the winner is honored at an annual event with campus leadership.

The Citizens University Committee has also been a regular vehicle for bringing together campus and community partners to recognize and celebrate notable accomplishments. Each fall at their kick-off dinner, they present awards to both a campus group and a community group who have demonstrated collaborative and exceptional service to both UCR and the region.

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.

Often, institutional strategic plans are full of ambitious narrative and thin on specific objectives, initiatives, and metrics. UCR is currently in the process of updating the campus strategic plan, and the process departs from the usual text-heavy pattern. While we are still committed to the vision expressed in the narrative from our previous plan, this iteration is much more focused on a streamlined matrix of key specific initiatives and metrics measuring our engagement. Below is some of the language about community engagement from the previous plan, which still forms a foundation for our current work:

"As the only land grant public research university in the region, UC Riverside bears a responsibility to engage with its communities in ways that maximize the impact of its contributions, advance the social good, and solve pressing problems. The campus aspires to deepen its existing partnerships – regionally, statewide, nationally,

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and internationally – by utilizing the knowledge, creativity, and commitment of its students, faculty, staff, and alumni to support a better quality of life.”

The previous plan also specifies criteria for assessing potential engagement programs that are “consistent with the vision of UCR as an engaged institution,” criteria such as: capitalizing on the unique characteristics and existing capabilities of UCR as a research university; having relevance to societal needs; fostering collaboration across diverse entities with complementary strengths, internally and externally; and resulting in a clear mutual benefit to both the campus and the community it serves. These are very closely aligned with our more streamlined definition of community engagement outlined in Section 2.

In the new plan (rollout currently underway), “Advancement of the Public Good” forms one of the pillars of our mission, and community engagement is woven throughout the initiatives and action items of the central campus plan, as well as the individual unit plans. The third strategic goal for the central campus administration is to “Expand the visibility and scope of influence of UCR locally, nationally, and globally.” One of the objectives is to “Serve as an Anchor Institution for Research and Economic Development in the Inland Empire.” Initiatives and action items include working toward the Community Engagement Classification and the Innovation and Economic Prosperity Designation, as tangible frameworks to help us to continue to build our community engagement infrastructure. Many of the Schools and Colleges also have objectives focused on community engagement in their respective matrices. For example, the College of Humanities, Arts, and Social Sciences specifically includes an objective to “Map community engagement activities to Merit and Promotion.”

Additionally, there is a relevant UC-wide strategic goal that informs our work. In the May 2022 UC Compact with the California Governor, one of the goals is that “UC will expand efforts to integrate career-relevant knowledge and skills into the educational experience, in part by establishing a goal of enabling all students to participate in at least one semester of undergraduate research, internships and/or relevant on-campus or community service learning.”

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

In revisiting its brand in 2022, UC Riverside posited that the concept of brand transcends a name or logo. A strong brand defines our strengths, captures the essence of our shared identity, and tells our unique story. It would elevate our institutional reputation by reinforcing our most distinctive qualities, assets, and accomplishments.

And so it is significant that, when revisiting its brand, the university sought to identify three brand pillars that it considers foundational. Community is one of those three brand pillars, integral to UCR'S identity, as well as its public messaging and positioning.

The pillar reinforces a vibrant sense of community both on and off campus and a mission-driven mindset to create access and opportunity for our region and beyond. The university's brand pillars of community, mobility, and transformation inspired many of its marketing and communications efforts to all audiences.

Most recently it inspired the “Bold Hearts. Brilliant Minds” creative campaign that is featured prominently in university advertising, signage, student recruitment, community sponsorships, websites, storytelling, and events.

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

The Chancellor and Provost promote engagement between UCR and our region both through intentional communication and concrete action. They regularly share updates with Riverside community members through the groups delineated in Section 3.1. As a more specific example, the Chancellor meets regularly with the Monday Morning Group, a convening of local government, business, and education leaders, to determine priorities for advocacy and investment as a collective. This group prepares briefs and organizes regional and state level advocacy efforts, including regular Advocacy Days that include UCR students, staff, faculty, alumni, executive leadership, and community leaders.

The Chancellor has an important leadership role in regional college and university collaboration and coalition-building. He advocates with city and county leaders for economic development and industry recruitment into the region, and his recent efforts focus especially on talent creation and the need for the university to work with local partners to provide a workforce of diverse, highly-skilled talent to support regional development. In the area of educational attainment, he leads the Growing Inland Achievement initiative, as well as a new K-16 grant for the region (UCR's Vice Chancellor for Student Affairs is the PI).

The Chancellor has also convened community advisory groups (e.g. Chicano/Latino Advisory Committee, Native American Advisory Committee) that meet quarterly to discuss the partnership between campus and community. These groups have helped us move beyond the traditional "town and gown" relationships and ensure that stakeholders from underrepresented groups are centered in our community engagement efforts. Their scope includes recruitment and retention of students, faculty, and administrators. The Vice Chancellor for Diversity, Equity & Inclusion, the Vice Chancellor for Student Affairs, and the Assistant Vice Chancellor for Enrollment Services also participate in these meetings to implement ideas generated by the groups.

Recently when the Provost was addressing a large group of community partners at a monthly "Good Morning Riverside" event, she emphasized her roles as a Convener, Collaborator, and Champion of the Academic Mission. She discussed the important synergies between our students' desires and needs for career development and our community partners' needs and projects that could benefit from student participation. She continues to serve on the executive board of the Greater Riverside Chambers of Commerce.

Beyond the Chancellor and Provost, community engagement responsibilities are shared across the campus, with all campus leaders taking leadership in community and regional collaborations. To help strengthen these connections, at least one campus leader at the Vice Chancellor or Dean level participates in the Leadership Riverside annual cohort. Leadership Riverside convenes monthly for day-long meetings with leaders from around the county to problem-solve for high-priority issues facing the region.

This executive level leadership in community engagement is key to positioning UCR as an anchor institution to lead workforce development and economic transformation.

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

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institutional community engagement.

Like many large research universities, UC Riverside has a decentralized structure for supporting community engagement. We describe here the network of centers and offices that play key roles in community engaged scholarship and teaching. Increasingly, these centers and offices are working together to ensure that we are sharing information, communicating well with partners, and making the campus increasingly accessible to the community. Representatives from the various groups began meeting together regularly through Undergraduate Education, and these meetings have continued, hosted by the Center for Social Innovation, the Contributions to the Public Good strategic planning workgroup, and now the Carnegie Community Engagement Advisory Committee.

Research and Economic Development and Governmental & Community Relations take leading roles in coordinating and advancing community engaged research. They identify funding opportunities, assist with integration with community and regional efforts, and coordinate participation in various community meetings and relationship-building. Many of the centers have their own well-developed structures for communication, assessment, research and outreach.

There are a number of community-engaged research centers (more in Section 14). For example, the Center for Social Innovation integrates researchers, community organizations, and civic stakeholders in collaborative projects and long-term partnerships that strengthen shared values of resilience, inclusion, sustainability, and equity. The Center for Health Disparities Research brings together broad interdisciplinary approaches including environmental, biomedical, and social science methods to study health disparities, building capacity in community-based research across all of the communities we serve. The Center for Environmental Research and Technology brings together multiple disciplines throughout campus to address society's most pressing environmental challenges in air quality, climate change, energy, and transportation. The Center for Healthy Communities promotes research to improve the health of medically underserved, culturally, and economically diverse communities in the Inland Empire.

There is also a network of offices and centers supporting community-engaged teaching and learning. The Office of Technology Partnerships provides entrepreneurship training for students and community members, including more than 7,000 students in the last few years. UCR Extension also plays an important role in community-engaged teaching and learning, both in the content of their programming (driven by community-identified needs for credentialing and training) and in their pedagogy.

The Division of Undergraduate Education, including the XCITE Center for Teaching and Learning, the Office of Student Engagement, and University Honors, is key to supporting the integration of community-engaged teaching and learning. XCITE provides support for faculty, with an increasing focus on community-engaged pedagogy. The Office of Student Engagement connects students to community-based research opportunities, manages the Community Service Portal platform and the Excel leadership pathway program, and provides support for community-engaged courses. University Honors has piloted an "Engaging Riverside" course, as well as other community engaged courses, and civic engagement is included in their pillars.

The Career Center is the clearinghouse for all academic internships, including community-based internships. As career development continues to grow in importance for students and the university, they link community engaged learning with specific career development objectives.

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.

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Describe how budget shortfalls may have impacted funding for community engagement.

Given the decentralized budget structure, most of the budgetary allocations for institutional engagement with the community are located in the schools and colleges, with some significant allocations in centralized budgets, such as \$156,000 allocated annually to allow for free parking on campus for community members to attend meetings and events. Student Affairs and Undergraduate Education have annual allocations for a shared platform for tracking community engaged learning and service opportunities, as well as staff FTE devoted to supporting community engagement. Research and Economic Development has also allocated funding to build up the community-facing Office of Technology Partnerships.

Student Affairs allocates in excess of \$1.0 million to support community engagement efforts. This includes programs and services that engage the community through the Ethnic and Gender Programs as well as through the Center for Community Outreach Programs. Student Affairs community engagement activities include efforts to support sustainability, food and housing security and education.

The UCR School of Medicine has more than \$5M allocated to community engagement activities such as pathway programs, the Center for Healthy Communities, the Center for Health Disparities Research, and the new Hulen Place Clinic to serve the homeless population in Riverside.

The College of Humanities, Arts, and Social Sciences allocates more than \$6.5 million dollars per year toward community engagement programming. One million in permanent funding is allocated to UCR ARTS, which is located in downtown Riverside and offers most programming free of charge to the community. The budget also includes permanent college funding for community-facing festivals, public service internships, and collaborative research. Temporary grant funding has also been significant, including recent awards from the Mellon Foundation for the ongoing work with Latino and Native Nations collaborative research.

The Bourns College of Engineering has identified community engagement allocations of more than \$2.7 million, including a variety of broader impact funds from NSF grants, as well as ongoing programming for local K-12 schools and a robust MESA (Mathematics, Engineering, Science, Achievement) program.

The School of Public Policy houses five research centers that bring in nearly two million dollars each year in contracts and grants. They conservatively estimate that two-thirds of this expenditure, or approximately \$1.3 million annually, is devoted to community and stakeholder engagement. The professional staff positions supporting this effort are permanently funded and amount to approximately \$282K/year.

The School of Education (SOE) allocated \$212,800 for community engagement efforts in FY2021/22. This includes programmatic expenses for undergraduate community engaged learning (CEL) efforts, as well as salary and benefits for a coordinator. The Teacher Education Program also has a series of community engagement efforts as a regular part of its programming, so the total includes stipends and professional development for supervisors and mentors. The School of Business estimates approximately \$250,000/year in community engagement expenses, including several programs designed to connect local business leaders with career development for students.

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.

Through internal campus investments and aggressive pursuit of competitive grants, UCR has secured over \$24

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million to deliver programs that support innovators and entrepreneurs from the campus and the region. Recent accomplishments resulting from these investments include: 1) The UCR Small Business Development Center has mentored 137 companies and raised \$70 million in private capital and grants, including federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants. These companies have created or retained 523 high-paying jobs in the region. 2) Recruitment of 15 Entrepreneurs-in-Residence who are supported through the Small Business Development Center thanks to the State's Small Business Administration and Governor's Office of Business and Economic Development (GO-Biz). They deliver close to 3,000 hours of mentorship per year.

UCR is investing \$1.7 million in seed grants to support research and translation. The focus is on six pillars: Sustainable Transportation and Infrastructure, Renewable Energy and Fuels, Agriculture Technology and Food Security, Natural Resource Management, Community Health and Health Disparity, and Human Development.

With support from the Irvine Foundation and the Economic Development Administration, UCR will deploy close to \$4 million over the next three years for entrepreneurial education and expert commercialization mentorship to build a pipeline of innovative startups from the community focused on climate technology.

UCR is the lead agency on the Inland Empire Regional Collaborative (IEC) Grant. Funded through the Governor's Office and its K-16 Education Collaboratives Grant Program, this \$18.1 million grant supports community engagement and regional economic development. IEC deploys a regional framework that incorporates educational, community, workforce and employer engagement in San Bernardino and Riverside Counties.

During the past two years, the School of Medicine has reached out to over 100 corporations / foundations to share opportunities to support community engagement activities. In addition, the SOM has pursued government grants that align with its community engagement goals. These efforts resulted in almost \$3.2 M raised since FY21 to support Pathway programs, the Center for Healthy Communities, and other programs.

There has been a concerted fundraising effort around student success, including \$300,000 for community-based internship programs that provide compensation for internships that would previously have been unpaid or underpaid. This funding is managed through Undergraduate Education, along with a \$45,000 pilot program grant from a community member and UCR trustee, to create and manage a program that allows undergraduate students the ability to earn digital badges for participation in campus and community activities that align with NACE and AAC&U career competency standards. EXCEL+ Career Readiness plus Leadership provides students the opportunity to learn how to articulate their experiential and co-curricular experiences and how they have met career competencies.

Student Affairs has applied for and received VOICE grants the past three years from the UC National Center for Free Speech and Civic Engagement. These have provided for the creation of a Civic Engagement Ambassador Program (supporting four UCR students through leadership development experiences around civic/community engagement), a community action conference, and a civic engagement mini-grant program.

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.**

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- 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.**

Hiring: Many of our faculty and leadership positions are recruited on a national level, but the vast majority of our staff are recruited in the local area. A number of recruitment programs, both for staff and graduate students, are focused on a principle of "growing our own." For example, the Talent Acquisition arm of Central Human Resources has developed a program to direct UCR students to prepare and apply for UCR staff jobs following their graduation. Talent Acquisition has also begun work within the last year with a local community-based organization to create a pipeline for refugees who are being resettled in our region. They hosted a tour of various newcomers, and later met with interested individuals at a larger welcome event hosted on the campus. Specialists have worked directly with eligible applicants to refine their resumes and find matches between their transferable skills and open positions on campus.

Purchasing and procurement: UCR has many agreements with local vendors (suppliers, contractors, etc.) for on-call services to the campus, as needed in urgent situations, and for catering services that cannot be completed by our internal staff. The University of California system has a policy to promote small and minority businesses in the local area and region, which requires all contracts between \$10k-\$250k that can't be procured through existing UC system wide contracts to be awarded to small or disadvantaged veteran businesses.

Local property acquisition and real estate development: UC Riverside has not needed to make many purchases of land, but when we do, we have committed to using purchased land consistent with local zoning requirements, even though our autonomy grants us greater flexibility. Under CEQA we have public hearings for all our major capital developments to gather input from the local community. In one recent example, we are working with the Riverside Unified School District and the City of Riverside to identify a location for a STEM education center. UCR would provide the ground lease, and the school district would build and manage the facility. The school district and campus have worked together closely to provide avenues for two-way communication with local community members.

While we do not participate in a formal Payment in Lieu of Taxes (PILOT) program, we work with the City of Riverside to ensure that our partnership does not cause burden on local taxpayers. Riverside Public Utilities has, for many decades, taken 11.5% of its revenue and transferred it to the City for general operations. While this process is currently under legal review, the 11.5% represents about \$1.7M/year from UCR, and we have informed the City we would return any reimbursement when it is received, since historically we have provided this support to the City.

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

UC Riverside regularly provides direct financial support to programs and initiatives for and by local communities of color. For example, UCR was a lead sponsor of the Civil Rights Institute which opened in late 2022 and The Cheech Marin Center for Chicano Art & Culture of the Riverside Art Museum which also opened in 2022. Annually, UCR contributes to the Inland Empire Community Foundation, the Inland Empire Economic Partnership, the Riverside African-American Historical Society, and the Black Voice Newspaper, among others.

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The campus has also provided resources to the medically underserved community, particularly to those who are unhoused. The Center for Healthy Communities (CHC) promotes community-engaged research to improve the health of medically underserved, culturally, and economically diverse communities in the Inland Empire. One example is the Community Medicine and Population Health (CMPH) Mini-Grants program, which began in FY19, and engages medical students, graduate students, residents and fellows in service and advocacy projects in the community. To date, grant awardees have provided essential support to several community health initiatives, such as providing critical health information to rural disadvantaged communities and arranging access to preventative care and medical services for the homeless population.

The Hulen Place Clinic is a newly established partnership between the City of Riverside and the UCR School of Medicine (SOM). It will provide primary care and some mental health services, and will primarily serve Riverside's unhoused residents. It is expected to open in Fall 2023.

There are also two student led initiatives providing resources to local community members who have been historically marginalized. The Riverside Free Clinic provides free interdisciplinary health and wellness care to the underserved population of the Inland Empire while also providing an effective training environment for future healthcare professionals and leaders dedicated to serving the Inland Empire. Each year, undergraduate students apply, receive extensive training, and volunteer regularly to provide these healthcare services at a local homeless feeding program. The Riverside Free Clinic provides free interdisciplinary health and wellness care to the underserved population of the Inland Empire while also providing an effective training environment for future healthcare professionals and leaders dedicated to serving the Inland Empire. Each year, undergraduate students apply, receive extensive training, and volunteer regularly to provide these healthcare services at a local homeless feeding program. The Clinic was founded 20 years ago, and among its founders is an emeritus chemistry faculty member, Dick Wing, and his wife, Donna Wing, an RN. They are currently the clinic coordinators and work closely with the student leaders.

The R'Garden serves as a sustainability hub to promote service learning and community-based research around food systems through student-led projects and collaborations with the campus and community. They grow food on about 6 acres of row crops, one of which is accessible to UCR students, staff, faculty, and community members to harvest free of charge. They also offer community garden plots to community members and provide produce to student, staff, and community pantries.

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?

Assessment of community perceptions is conducted in a decentralized way, with each unit gathering their own data. For example, the School of Education sends an annual survey to partners involved in the Community Engaged Learning program for the major. The Office of Technology Partnerships gathers information from the local organizations and entrepreneurs they support, and produces an annual report of their community engaged activities. The Center for Social Innovation collects data regularly from and with local community-based organizations and publishes reports based on that data. Cooperative Extension has an assessment office for the UC system and conducts annual needs assessments with local partners.

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The network of community advisory boards and committees are one of the most important mechanisms for gathering ongoing feedback and working toward continuous improvement. These are active at the central campus level and in each of the schools and colleges, as well as in many departments and centers.

In spring and summer of 2022, the Community Engagement Advisory Committee launched several arms of a survey to pilot additional ways of gathering data. On the student engagement side, Student Life conducted a survey of student organizations to better understand the number of students and number of hours engaged in community service, as well as refining the list of community partners. On the K-12 engagement side, the Office of Educational and Community Outreach conducted a survey of high school students and parents. The instrument was developed by the advisory committee with an assessment expert from Student Affairs. On the community partner side, the Chancellor's office, Governmental & Community Relations, the Center for Social Innovation, and the offices listed above worked together to send surveys out to the entire list of community partners to do an overall assessment of community perceptions of the campus.

We are working toward expanding the reach of these surveys and scheduling them to find a regular cycle (every few years). We want to continue to be creative and persistent in finding ways for regular, meaningful feedback that informs our work directly. The new campus strategic plan is much more focused on metrics and reporting regular progress in each of the areas responsible for community engagement. We would like to share best practices in assessment and feedback loops between the various offices, and work toward making common assessment questions available on the evaluation and assessment page for groups to use. The Provost's office will convene a community engagement assessment board who will be charged with establishing these processes and schedules.

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?

Undergraduate Education and Student Life currently work together to contract with Galaxy Digital's Get Connected software program, allowing for a one-stop-shop for students to connect with community and campus partner opportunities, track hours volunteered, and allow faculty and student orgs/clubs the ability to manage community-engaged courses. This shared tracking system for student engagement with community partners is also known as our communityservice.ucr.edu portal. While the pandemic has stymied some of the momentum, it continues to be a good tool for easily running reports on student participation.

Student Affairs also uses a few other mechanisms for documenting student engagement with the community. In Student Life, Highlander Link provides information and tracks participation for students and student organizations who are involved in community service activities. In the Career Center, Handshake provides opportunities for students to find community engaged service, internship, or work opportunities, as well as for the office to track student involvement in these areas. They administer all academic internships, and regularly run and share reports on student participation. The Office of Educational and Community Outreach uses a program for CollegeCorps called America Learns, where students track hours and write reflections.

We are fortunate to have professional staff in Evaluation & Assessment, Institutional Research, and Student Affairs with both expertise in assessment and data collection/analysis and also a deep understanding of the goals of community engaged teaching and learning. They have all been involved with both the data gathering efforts presented throughout our application, as well as some of the aspirational planning for what may be possible in the future.

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We are currently working together across units, including Research and Economic Development, Extension, Advancement, and the Schools/Colleges to explore a more effective and comprehensive system for tracking community partners and engagement.

We are also working with the Registrar's office to implement a system of tagging community engaged courses for future tracking and analysis, as well as to make them searchable for students.

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 principles for high-quality community engagement are baked into our campus definition of community engaged research, teaching, and service that 1) establishes and sustains mutually beneficial, respectful, and sustained collaboration that creates a sense of collective ownership and reciprocal value for the campus (including students, faculty and staff) and community partners, 2) enriches the scholarship of the institution by by accessing community cultural wealth and expertise, 3) addresses community-identified needs and enhances community well-being, and 4) deepens students' civic and academic learning, and promotes connections between these through opportunities for critical reflection. These principles have been developed collectively by our Community Engagement Advisory Committee, in consultation with the Academic Senate and campus leaders.

Our various community engaged centers also employ best practices in community engaged research in their various disciplines. For example, the goal of the Health Disparities Research (HDR) Community Engagement and Dissemination Core is to build capacity to conduct research and create interventions. New investigators need research skills to partner with community members and stakeholders effectively. Researchers learn from participating in extensive community interactions through focus groups and community forum events, working with community-specific Engagement Teams, and learn to build trusted relationships with community organizations in the HDR network. In this way, engaged researchers and the Inland Southern California community develop collective intelligence to reduce health disparities. Researchers learn how their engagement with community leaders and subject matter experts enhances their understanding of community health priorities, leading to more focused and culturally appropriate approaches to health disparities research.

In terms of high quality assessment of community engagement work, UCR student affairs values equity minded assessment and utilizes the following six criteria of equity minded assessment: 1) check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege, 2) use multiple sources of evidence appropriate for the group or organization being assessed and assessment effort, 3) include diverse perspectives and take action based on perspectives, 4) increase transparency in assessment results and actions taken, 5) ensure collected data can be meaningfully disaggregated and interrogated, 6) make evidence-based changes that address issues of equity that are context-specific.

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.

In 2020-2021, the Contributions to the Public Good committee did a self-study of campus community engagement efforts as part of the strategic planning process. The committee was composed of leaders from both on and off campus, and one of the first tasks for this diverse group was to develop a comprehensive list of groups

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and individuals we wanted to hear from. We developed a simple three question protocol and began conducting interviews in person, via phone, and by email. We also identified a few target populations to conduct focus groups, including a few in the Coachella Valley (a significantly underserved area in our region), the Eastside (our immediate neighborhood next to the campus), and specifically with business and workforce development leaders.

Through this self-study process, the committee highlighted several community-identified needs, including health, education, and economic development. We also identified a number of areas for growth, including coordination, communication, valuation of work, creation of an inviting campus culture, and recognition of shared history.

Beginning in 2022, the campus began a process of designation as an Innovation and Economic Prosperity campus through the Association for Public and Land Grant Universities. The committee leading this self-study also consists of both campus and community leaders. The group began by sharing and reviewing documents and reports, then focusing on a set of questions around talent, place, and innovation. To supplement the data already gathered, a faculty member and student researchers are currently working together to conduct interviews of a wide variety of partners connected to the innovation and entrepreneurship ecosystem.

This self-study is highlighting a number of strengths, as well as some areas for growth. For example, currently there are thousands of students participating in entrepreneurship training, but they do not receive any academic credit for this work, and there is little integration with the curriculum. There is also a growing need for a shared system to improve communication across campus about our work with community partners.

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?

The UC system collects and aggregates substantial self-reported student data through the biennial UCUES survey. UCR has had particularly robust participation in the last few rounds of this survey, and several questions are closely related to our community engagement work. We are able to disaggregate the data to look at participation and satisfaction by a number of different demographic markers. Based on this data, units across campus (especially undergraduate education and student affairs) can identify gaps and tailor their approaches to recruiting, training, and supporting students.

Since we have determined that the most effective data collection occurs when those working directly with partners gather the data, the primary challenge at the institutional level is to properly coordinate our data collection methods, share across units, and conduct a collaborative analysis. It will be key for units to meet together regularly for this calibration and collaboration. Data will be analyzed annually by a standing committee from student affairs and academic affairs who take responsibility for gathering, analyzing, and using the data for improvement.

UCR offices that are instrumental to this work are the Office of Evaluation and Assessment, Student Affairs Assessment and Research (SAAR), and the Office of Institutional Research (IR). Evaluation and Assessment has a robust process for establishing program and course level outcomes and orchestrating the process of assessment for these outcomes on a regular rotation. As community engagement is increasingly embedded in our program and course level outcomes, it will be regularly assessed in the same way. SAAR administers UCUES and works with Student Affairs units to develop their assessment strategies. IR has developed a sophisticated set of dashboards to track important metrics across campus, and community engagement metrics in the future are expected to be made available on course, student outcome, and university goal-tracking dashboards in a similar

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way to other strategic priorities.

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.

UCR boasts large departments and schools, such as Education and Medicine, with well integrated community engagement curricula and outcomes. In Education, two of the student learning outcomes (SLOs) are directly related to community engagement: 1) Students will demonstrate knowledge of the historical, cultural, economic, political and social interconnectedness between communities and educational institutions. 2) Students will demonstrate instructional, teamwork, intersectional, civic and leadership knowledge, skills and behaviors through various in-course and community learning experiences (e.g., community service, service-learning, research).

In Medicine, for students in the Community Health emphasis, students learn from mentors and preceptors from the community, receive team-based clinical training, and learn how an effective clinical setting responds to the health needs of an underserved or rural community. All students in the community health emphasis program experience team-based clinical training in an underserved or rural area immediately surrounding UCR. The curriculum, sites, and personnel involved in the program are developed in partnership with the Inland Empire Area Health Education Center Scholars Program (AHEC). The Director of the AHEC also leads and evaluates the community based-health project all students in the emphasis are required to complete.

We are also proud of the more emergent outreach of our many smaller departments and wanted to highlight a recent example and finding here. The Department of Media and Cultural Studies provides a couple examples of learning outcomes at the departmental level for students participating in for-credit courses that include community engagement. Students completing a BA in media and cultural studies will be able to critically evaluate: 1) Political economy of cultural production, particularly media (including print, television, radio and convergent digital media), and its influence on discourses of representation, sustainability, race, and enfranchisement; 2) Investigative and research approaches to understanding relationship between media, culture and society. The focus may be on qualitative methodologies – as through historical, textual, rhetorical, and ethnographic lens – or qualitative, political-economic, and cultural policy frameworks.

The Department of Media and Cultural Studies (MCS) courses address these learning outcomes, and some specifically engage students with the community of Riverside and the Inland Empire surrounding UCR in Riverside and San Bernardino Counties to meet the outcomes. For example, MCS 122 includes a component titled Critical Intervention Community Projects, which are collaborative and mutually beneficial to students and community members, including films, web design and online interventionist material. Students develop original research in collaboration with their community partners, and address such needed areas of community concern as pollution, fallouts from the local warehousing industry, lack of potable water, community garden-food projects, contemporary lifestyles, and state legal policy development.

One key finding in the assessment process was that these projects, while collaborative and mutually beneficial, were sometimes not sufficiently sustainable to be of consistent value to community members. Students need more support for detailed and sustained efforts as they research and document their findings and implement their projects in collaboration with community partners. Faculty need increased resources and recognition for

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the proper supervision and empowerment of students to accomplish project outcomes.

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.

Assessment of programmatic outcomes at UCR occurs through a systematic process designed for continuous improvement. All academic programs at UCR follow an annual process where they assess at least one program-level outcome each year with the goal of assessing all outcomes at least once in between program review periods. As part of the annual assessment process, programs make recommendations based on their assessment findings for that year. The following year in their reporting, programs follow up on the status of the recommendations they made the prior year as a way of “closing the loop.” All annual assessments are then used as part of the program review process to help programs understand where they have been and where they would like to go.

All programs follow a specific and similar process, including: 1) Identifying outcome(s) to be assessed each year on a rotating basis, 2) Acknowledging changes to program-level outcomes and curriculum maps, 3) Describing their assessment methodology, 4) Analyzing the data gathered, 5) Discussing findings with their departments, 6) Making recommendations, 7) Reflecting on the status of recommendations from the previous year’s assessment.

While the above assessment steps are consistent across all programs at UCR, there is considerable flexibility in how the steps happen. Programs choose their outcomes, create their own curriculum maps, identify their methodologies, analyze the data in the way that makes sense for them, and make their own recommendations. This allows programs to tailor the assessment to their own needs.

UCR’s assessment website provides information on the process, resources to help programs better implement assessment at the program level, and guidance on best practices in outcomes assessment. The Director of Evaluation and assessment (DEA) provides annual workshops for both undergraduate and graduate programs specifically focused on the annual assessment process, as well as direct support to programs seeking to improve their assessment practices on an as-needed basis. Another layer of support is feedback through the Meta-Assessment Committee (MAC), composed of UCR faculty and staff who review program-level annual assessment reports from all programs and provide direct feedback on assessment.

Community engaged outcomes are assessed at the program level through those programs that have relevant outcomes. This allows for those programs to utilize methodologies that are best suited for the assessment of community engaged outcomes, and it makes the process more meaningful to them. Given that outcomes are assessed on a rotating basis, a program may only assess a specific community engaged outcome once in between program reviews, but if they choose, they can assess it more often so long as all program-level outcomes are assessed in between program reviews. It is up to the program to decide how and how often a specific outcome gets assessed. This flexibility allows programs to be more thoughtful in their assessment of community engaged outcomes.

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.

The Entomology department is a good example of a change recently made to for-credit course offerings following the regular assessment process. They have long held a departmental commitment to community work.

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For example, they have an Entomology Outreach function run by faculty and grad students that takes Entomology education to K-12, public activities, etc. They also work with the City of Riverside to put on the Annual Riverside Insect Fair that pulls in about 20,000 people on a Saturday each Spring. However, since these offerings have been co-curricular and research-focused, as they were assessing departmental learning outcomes, they recognized the need to integrate their commitment more fully into for-credit courses. The chair explained that this change stems largely from student interest in outreach and science communication.

Thus, they are currently in the process of approval for both an undergraduate and graduate level course entitled "Outreach and Science Communication in Entomology." The description and new learning outcomes are as follows: "This course covers theory, principles and practice of outreach and science communication using insects as models. Lectures cover the history of outreach, practical considerations when planning and conducting outreach events, and theory and practice of Science Communication. Workshops focus on creating and evaluating digital outreach content through different media (audio, visual, and written). Activities include designing displays and classroom/public presentation training and practice." The ability to engage and explain scientific concepts and results to the public at large (at multiple levels) is one of their key learning outcomes.

The School of Public Policy is also currently working on a change based on their regular assessment of outcomes (including community-engaged outcomes). A cooperative extension specialist (see Section 3.2) working closely with community partners noticed through the regular assessment process, feedback, internships, and student job placements that the partners were looking for students to have a deeper understanding and facility with data analytics and statistical methods for policy evaluation purposes. As a result, they are now creating a series of courses in data analytics in public policy for undergraduate students that will allow students to use community data sets to analyze real-world challenges and policies from community partners.

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 CollegeCorps Program, administered by UCR's Center for Educational and Community Outreach Programs, is a new initiative from the State of California. The program goals are to cultivate civic-minded leaders with the ability to bridge divides and solve problems, develop a pathway to debt-free college for low-income students across the state, address key local problems to help build more equitable communities across California. The model at UCR includes having 150 college students each serving their local community by doing 450 hours of community service. The three focus areas are Education, Food Insecurity, and Climate Action. The outcomes to date for this first year (2022-2023) include: 1) Over 650 K-6 students are being tutored or mentored, 2) Over 2550 native plants planted or maintained, 3) Over 14,000 pounds of harvested or distributed food.

The educational focus area of CollegeCorps also has plans to deepen their assessment efforts to include another level in the future. Currently, much of the assessment focuses on the number of minutes UCR students spend tutoring or mentoring a child rather than on the academic growth of the K-6 students who are benefiting from the tutoring or mentoring. But now, the CollegeCorps Program will start using the Socio-Emotional Development Benchmarks assessment, providing students with the opportunity to evaluate and record their K-6 tutee's or mentee's progress.

Beyond this specific example of co-curricular goals and assessment, one of the best mechanisms we have for assessing co-curricular learning outcomes for our UCR students is through the biennial UCUES (UC Undergraduate Experience Survey). UC Riverside has robust participation levels in this survey, and the data can be disaggregated and used to provide metrics on a number of outcomes. One finding at a very basic level is that

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self-reported participation rates in both curricular and co-curricular internships and community-based learning experiences were increasing prior to the pandemic. They dropped for everyone systemwide (and nationwide) during the pandemic, and our campus has not yet shown recovery.

UCUES also measures how important community engagement is to students. In 2022, 86% of UCR students agreed that it is important to connect their academic work with community-based experience. 77% of UCR students agreed that engaging in community service while a student is important to them, which is higher than the systemwide average. While these numbers have decreased slightly post pandemic, which is worthy of our attention (see section 2.5), they still demonstrate a significant student commitment to ongoing participation in both curricular and co-curricular community engagement activities.

One of our next steps in growing our assessment infrastructure will be to establish a process to assess co-curricular engagement experiences that are tied to specific co-curricular outcomes. There are several co-curricular learning outcomes measured through UCUES that we can link to our activities and assessment, such as: taking opportunities to interact with someone with views that are different from your own (outside the classroom), understanding the world from someone else's perspective, partnering with a community organization, and developing the ability to work with others to accomplish a goal.

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.

Developing the shared set of community indicators for measurement is a key component of assessment, as is regularly assessing progress toward those indicators. We are highlighting here the Center for Social Innovation (CSI) at UCR as an example of the collaborative development of community indicators, and the Office of Technology Partnerships (OTP) as an example of regular assessment of progress toward community indicators.

For CSI, the first step in the process is to engage with community partners to identify key issues and challenges facing the community. This can involve conducting focus groups, interviews, or surveys with community members, as well as reviewing existing data and literature related to the issue. Once the key issues have been identified, CSI works with community partners to develop research questions and methods that are appropriate for the community context.

Historical examples of this approach include CSI's State of Inland Empire report series, the 2020 Census Outreach campaign and reporting, and other reports commissioned by regional nonprofits and government agencies. Currently they are working on the Inland Empire 2030 Vision and Roadmap, a partnership of over 20 organizations and leaders to spark coordinated investment and policy change. They are working to create an inspiring vision for success for the region, including ensuring community health and public safety, meaningful work and wealth, affordable housing, reliable transportation, lifelong learning, and a thriving natural world.

The Office of Technology Partnerships (OTP) conducts annual assessments to track the progress of their programs, particularly their impact on the economic community indicators that they have identified together with community leaders. Out of their entrepreneurial training programs, they have launched 22 companies and disclosed 53 inventions from students, faculty and community members. Additionally, the ExCITE incubator opened a larger space in downtown Riverside in 2021. They have now supported 30 companies and the creation of 155 jobs, in addition to raising \$4.6M in capital. These are all specific contributions to the local economy.

They also launched the Riverside Angel Summit in 2021 through the Small Business Development Center, and

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raised \$12.4M in capital in that first year. One startup led by a community entrepreneur closed \$750,000 and also tested their product at UCR's Center for Environmental Research and Technology.

Since clean technology specifically is a priority for UCR and our community partners, OTP also measures progress toward those specific community indicators. Seven Inland Empire-based startup companies have been accepted now into the Accelerator program managed by Cleantech San Diego. Four companies raised over \$20M in follow-on funding, both private and public; five companies filed 18 patent applications.

Finally, there have been specific efforts to assist small businesses impacted by the pandemic. They have identified 8,000 Inland Empire small businesses with 5-50 employees as potential target recipients. By October 2023, they expect to serve 1,000 of those businesses whose ownership and management reflect the diversity of the region's residents.

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.

UCR uses a variety of methods to capture and assess feedback and data on outcomes and impacts of its coursework and its instructional faculty generally. These include surveys and assessments by faculty and by students, involving both numeric and written anonymous student evaluations, and instructor evaluations at the department level. However, the campus currently has no systematic, campuswide mechanism for specifically assessing community engagement outcomes and impacts on faculty from community engaged coursework.

The evaluative process engaged by the committee to assess and compose the responses for this current application has demonstrated the need for such a systematic assessment mechanism. Particularly, the discovery process engaged in assessing coursework offered across the multiple departments led to the discernment that regular department/faculty consultation with a community engagement specialist, discussing specific goals and outcomes of each course, would be helpful in generating outcome and impact evaluations which could be specific and measurable.

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.

One of the campus strategic priorities is to expand high impact practices and career development. Experiential and community-based learning is an important part of the career readiness process for college students. While UC Riverside students have many ways to gain hands-on experience, student internships for academic credit offer a great opportunity for collaboration across campus and the local community. Since mid-2020, the UC Riverside Career Center, Enrollment Management, and the academic colleges have been partnering to document student internships for credit. The Career Center has taken the lead on assessing the outcomes and impacts on our students and the progress toward this campus goal.

The documentation is initiated by each student through our 198i (internship course) request form and students must have already secured an internship to begin this process. The request form then generates a DocuSign form signed by the student, their internship supervisor, a representative from the student's academic college, and the Career Center. The completed form then goes to the Registrar's Office so that the student can be enrolled in the internship class. By collecting this information prior to the internship, we then have the appropriate contact information to send out surveys post-internship to the internship supervisor to provide feedback on the intern as well as a survey to the intern to provide feedback on their internship site. The data we

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collect through this process also gives us information on students who complete internships for credit by college, major, and class level as well as the location of their internships. Additionally, we have been able to cross reference student data from the internship form in the Career Center's student database, Handshake, which allows us to look at data on gender, ethnicity, first generation college student status, international student status, and Pell eligibility.

This process for tracking and assessing these experiences gives us a clear picture of all UC Riverside students completing internships for credit and how we can create better partnerships between our programs, students, and employers for more engagement and equitable access to internships for academic credit. The data can be used to identify unpaid internships and take actions to offer stipends to students in unpaid academic internships.

We have learned through this process that paid internships are essential to stronger career opportunities for all students. Our majority first-generation students benefit, and the community partners benefit from the additional financial commitment that ties the students to them. The campus will benefit as we meet our strategic campus and systemwide goals for improved student access to high impact practices and career development opportunities.

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

One example of how the university plans to use and disseminate the findings above is through the implementation of the newly launched Learning Aligned Employment Program (LAEP). With the data gathered about academic internships (referenced in 8.7), it became clear that first generation and Latinx students were not represented in numbers that reflect those populations on our campus. This has informed the decisions within Student Affairs, Undergraduate Education, and the Career Center to increase the focus on recruiting these students, as well as providing more paid internship opportunities and community-based work study placements that are connected to our students' academic work so that they do not view it as something unpaid and unrelated to their studies. Through the LAEP program, students who demonstrate financial need will now have the opportunity to receive funding for internships with local organizations who are able to provide experiential learning opportunities related to their career goals.

We are working on developing our campus wide process to assess programs, and then to use and disseminate data. We have some good mechanisms in place through Institutional Research, the office of Assessment and Evaluation, the office of Technology Partnerships, and the Career Center. Fortunately, the Assessment and Evaluation office for the campus has a well-developed process that includes a focus on using and disseminating assessment data from program-level reviews. Once we more proficiently embed community-engaged learning into program outcomes, we will be able to disseminate the data gathered in a similar manner to other outcomes.

For at least the next year or two, the Provost's office will convene a community engagement assessment board to continue to work toward improving assessment on the community partner level, as well as on the curricular and co-curricular levels. This group will be charged with developing efficient processes for gathering, disseminating and using this information.

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

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demographics to understand who is participating in community engaged courses and how their outcomes may differ.

We spent some time looking at the UCUES self-reported data to determine if there were significant differences based on race/ethnicity or income level on who is taking community-engaged courses, and we found no significant differences in rates of taking these courses. However, in terms of reported participation in community service, there were some differences, with Asian and Black-identifying students reporting slightly higher levels of community service than the general campus, and Latino students reporting slightly lower levels of community service. Additionally, both Latino and First Generation students reported participating in internships at lower rates.

To dig deeper into exploring some of these differences and providing a baseline for creating or evolving learning outcomes, student leaders within Student Life worked to gather data on students' areas of interest and current engagement. In Spring 2022, the Civic Engagement Ambassador Program took charge of the process. Guided by staff and assessment professionals, they developed their own survey that was distributed to students, and designed especially to understand the specific strengths, challenges, desires, and outcomes for students from underrepresented backgrounds (only 9.2% of survey respondents identified as white).

They found that some of the most important social issues for students included racial equity, immigration rights, health equity, and food security. They also identified some barriers to student participation, such as mental health challenges and transportation.

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

We have worked with Institutional Research to solidify an initial set of community engagement classes and create an overview report of the students in those classes. We are currently able to show their academic and demographic backgrounds prior to taking one of these courses. In the future, we want to build on this by looking cumulatively at what happened with those students after taking the courses, e.g., persistence rates, graduation rates, UCUES responses, or other outcome measures.

We can do roughly the equivalent with faculty in terms of demographics and ladder rank; some other more detailed faculty attributes may require help from the Academic Personnel Office or another source. The results could be turned into an annual report or dashboard as needed.

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

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community engaged approaches and methods.

UCR's focus on teaching enhancement and educator empowerment is conducted primarily through the XCITE Center for Teaching and Learning. Their mission includes offering instruction enhancement for all courses and instructors at UCR, whether tenured or not, full or part-time, as well as instructional support staff. The focus for XCITE has shifted from recent pandemic-driven remote education instructor training and support, to a robust plan which significantly expands instructor and staff training toward enhanced UCR community engagement coursework.

As part of that effort, XCITE has engaged all department chairs in dialogue to specifically focus on community engagement qualifying coursework. Aligned with this campus departmental research, beginning in the 2023-24 cycle, the XCITE Faculty Development team is planning a series of Community Engagement Teaching Programming workshops. Each Spring, XCITE conducts a series of "Roadshows", where the trainers speak at several departmental meetings regarding our faculty development and instructional design services, which includes course design for community engaged teaching.

Building on a current successful model of faculty learning communities to redesign courses with high DFW rates, the plan for 2023-2024 is to form similar faculty learning communities to create new courses or rebuild courses around community-engaged learning design components. There is growing interest from faculty and departments for several reasons. First, many are looking to embed components of sustainability, entrepreneurship, and career development into courses, and community-engaged pedagogy is synergistic with these efforts. It is also advantageous that the School of Medicine and the School of Education already have models that are ready to be shared with faculty in other areas. Additionally, the Academic Senate has just approved two new departments (Black Studies and Society, Environment & Health Equity) that have community engagement at the center of their learning outcomes. Finally, supporting faculty in growing the number of community-engaged courses is an important action item aligned with the strategic plan campus goals of increasing summer enrollment and improving student retention and engagement.

Supporting the instruction of community engaged coursework, XCITE has also completed initial planning on how to engage and train Academic Advising Services to highlight Community Engaged Teaching options in student academic course planning. Academic Advising is a key component to guiding students toward community engaged coursework, and this element of training was specifically recognized through the recent departmental coursework research. XCITE is also collaborating with the Teaching Assistant Development Program to offer sessions specifically geared toward empowering TA support for community engaged courses and the often unique needs such diverse coursework can place on teacher assistants.

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

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- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

Facilitation of partnerships has been a strength, since the relational networks on the campus and in the region are strong. The local cities, counties, and school districts are all supportive and long-time partners for UCR. Because UCR is deeply embedded in regional networks such as Growing Inland Achievement, Inland Empire Growth and Opportunity (IEGO), and the Greater Riverside Chambers of Commerce, there are thick layers of connection, from the executive leadership to researchers to staff.

If a faculty member is looking for a community partner collaboration for research or teaching, there are numerous arms of the UCR support structure to step in and connect them. Governmental and Community Relations regularly helps faculty, staff, and students connect with elected officials and community-based organizations. Cooperative Extension specialists can quickly provide connections, since their work is fully embedded in the community. The Center for Environmental Research and Technology (CE CERT) has been working with the local community on clean energy for decades, so there are long-standing relationships there. The Center for Social Innovation, while newer, has developed deep connections with area nonprofits through their research, capacity building, and convening functions, Research and Economic Development (including the Office of Technology Partnerships) works with established community organizations as well as newly-forming groups. These partnerships are made visible and accessible to students through the Community Service Portal, as well as through the Career Center's Handshake.

One example of a collaborative partnership to develop remote/online community engagement has emerged from a partnership with Big Brothers, Big Sisters of the Inland Empire. Prior to the pandemic, BBBSIE was already a strong partner to UCR, particularly with the UCR Honors Program and the HNPG 002W course. Through the course, many students learned about the program and signed up as mentors to local K12 students. However, there were some common challenges for our students, including transportation. Through some collaborative brainstorming and the additional online impetus from the pandemic, the College Bigs online mentoring program was born, focusing on high school matriculation, college enrollment, understanding the power of youth voice, advocacy, and learning philanthropy.

The remote program aspires to retain college graduate talent to the region and increase the region's 22% bachelor degree percentage. Most mentors are first generation students from UCR and another local university, and they balance the rigor of college courses, campus activities, work, and personal needs all the while making time to inspire and ignite potential in their mentees. Through 1-to-1 remote mentoring sessions once a month, as well as collective online workshops, high school students increase social capital and strengthen their college and career readiness. UCR, along with two other local universities, provide college student mentors for this program, and the Honors Program continues to play an active role in recruiting and supporting student mentors. 45 UCR students participate as mentors each year.

As a newer program, the impact is already telling: 75% of mentees have maintained or improved their academic performance, and 80% of graduating mentees reported their mentor helped them understand their interests, skills, strengths, and values connecting them to career choices.

Student transportation is an ongoing challenge for our student population. Fortunately, UCR's transportation and parking services has developed a strong partnership with the Riverside Transit Authority, and it is currently free for students to take public buses. They have also recently renovated the mobility transit hub at the campus, making the buses safer and more accessible.

Student Affairs and Associated Students of UCR, along with some faculty, are working to socialize students to the accessibility of this transportation option. For example, recently ASUCR organized an event with a local

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elected official in which she met with students on campus, and then the entire group rode local public buses downtown to a local art installation. One first year seminar course took a class session to ride the public bus together to meet with the guest speaker for the day at the school district Family Resource Center. These activities help students to become more familiar and comfortable with the Riverside public transportation options.

Recently, a UCR School of Education faculty member received a prestigious funded award for her community-engaged work with local school districts to accelerate English Language Learners. This process demonstrates the supportive infrastructure for faculty seeking program grants for community-engaged work. The most recent nomination was a joint effort between the Chancellor's office and the School of Education Dean's office, with support from Governmental and Community Relations. Earlier in the life of this program at UCR, Undergraduate Education supported the creation of a community-engaged seminar course for interns to work directly with the faculty member and local schools. The faculty leader has also reached out to students in the UCR Teacher Education program and the Early Childhood Riverside Community College and offered scholarships through her grant funding to encourage them to take classes on effective instruction for English learners.

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:

With the development of new departments and centers that are community-engaged, naturally the recruitment for new positions in those areas includes a strong emphasis on community engagement. For example, the new mission statement for the Department of Society, Environment and Health Equity (SEHE) reads: "The SEHE Department's faculty members have multidisciplinary expertise in a range of fields, including gender studies, anthropology, history, English, environmental humanities, ethnic studies, Indigenous studies, labor studies, political science, public health, policy, statistics, sociology, science and technology studies and social medicine. This diversity of expertise enables the department to contribute to solutions for linked challenges related to environmental sustainability and health equity. In summary, SEHE is committed to serving the needs of its local community, Inland Southern California, and beyond, training students for socially relevant and equity-promoting careers in areas of high employment demand, and creating a platform for transformative, interdisciplinary and innovative research."

There have also been recent revisions to formal policies in the Office of Academic Personnel to facilitate the hiring of "professors of practice": "It is recognized at UCR that very often Adjunct Professor recruits are leaders in their field who do not have traditional academic backgrounds and therefore would not meet the criteria for appointment in existing academic series such as Ladder-Rank, In-Residence, Clinical X, and Health Sciences Clinical. On the other hand, they frequently have backgrounds that are rich in tangible impact on practice and are deep in connections to real-life problems. UCR has adopted Professor of Practice as a working title for Adjunct Professor that more transparently conveys experience that can provide students with a deep understanding of the practical application of a particular field of study, and with opportunities to interact with and to benefit from the presence of experienced professionals who have distinguished professional accomplishments."

As an example on the staff side, the XCITE Center for Teaching and Learning decided to hire a Community Engagement Curriculum Specialist for the 2022-2023 academic year, and they recruited specifically for a graduate student with experience in community engagement in K12 education.

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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.

Whether the review is a merit advance or a promotion, the areas of review are teaching and mentoring, research and creative activities, and service. The review of teaching includes student evaluations of teaching and mentoring self-statements, but is currently being extended to include additional options such as student self-assessment of learning and peer group evaluations. Service accomplishments include activities at the department level, the college/school level, the campus level, outside professional activities, and activities with local community partners, such as working with schools or local educational outreach events. Accomplishments in research and creative activities are very discipline specific. For this reason, department research statements accompany each file for the purpose of explaining research norms, expectations, and what constitutes exceptional achievement.

Department research statements are reviewed each year by the department and revised as appropriate to adjust to evolving norms within discipline. This is currently our key lever in ensuring that community engaged scholarship is recognized appropriately in the merit and promotion process. One particularly engaged department chair who has championed recognition of community engaged research has described the various important pieces of the review process: incorporating community engagement into the language of the research statement, educating faculty on how to include it in their self-statement, including support for it in the department chair and dean letters, and encouraging submission of support letters from community partners. With all these pieces in place, he has described a smooth promotion process at departmental, school, and institutional levels.

Reviews take place by progressing through a department vote on the file, a recommendation from the Dean, a recommendation from a campus wide review committee of Senate faculty, a recommendation from the Vice Provost of Academic Personnel, to a final decision that is made either by the Provost or (in the case of promotions) the Chancellor.

UC is committed to recognizing efforts by faculty that contribute to diversity, equity, and inclusion, and this is often synergistic with community engagement efforts. These efforts can be highly varied and can manifest in and strengthen any or all of the three areas of review. Examples include how mentoring efforts include underrepresented students, how outreach service to the community serves underrepresented groups, how service to UCR improves the climate and culture of our campus and community, and how research goals address equity problems in our society. This is expressed in the language of the call: "Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities."

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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):

The Division of Clinical Sciences in the School of Medicine has some concrete language around community engaged teaching expectations as part of the merit and promotion process: "Teaching evaluations are a sum of both bedside and classroom teaching. Teaching occurs practically every day. In the wards or bedside teaching occurs concurrent with clinical care to a group of medical students, interns, residents, and fellows. This is called the ward teaching rounds which has a hierarchical patient care responsibility, and the attending teaches all of them at the same time during rounds so that trainees at all levels learn and interact."

They are also specific about community-engaged teaching expectations even for nonclinical faculty: "Nonclinical faculty members within the Division of Clinical Sciences participate in a variety of teaching efforts. As part of the undergraduate medical education curriculum, these activities include planning, administering, and teaching in the Public Health Thread (which includes 20 lectures across two years); organizing and teaching medical "selectives" in such topic areas as vulnerable populations, LGBTQ health, global health, and medical Spanish. They also involve administering and teaching in the HABLAMOS program, which is a 4-year longitudinal program involving over 200 hours of Spanish-learning coursework and immersion."

Another avenue for rewarding faculty across campus for community engaged teaching is through the Academy of Distinguished Teaching Community Engaged Teaching Award (new in the 2023 cycle): "Tenured and untenured faculty (including Assistant Professors of Teaching/LPSOE) can be nominated or apply for this award. Two or more faculty members teaching as a unit may be nominated as a single team. Winner(s) will be honored at a campus-wide Symposium on Teaching Excellence and Innovation, followed by a Celebration of Teaching reception, in the Fall of 2023. The Innovative Teaching Awardee(s) will be recognized as a featured presenter, speaking on their teaching methods as a part of this event. Winner(s) will also receive a monetary award. Specific Criteria for Review for the Community Engaged Teaching Award: Winner(s) will be selected for their commitment to teaching with mutually-beneficial, respectful, and sustained collaboration that creates reciprocal value for students and community partners. Their community engaged teaching enriches the scholarship of the institution by accessing community cultural wealth and expertise, enhances community well-being, deepens students' civic and academic learning, and facilitates opportunities for critical reflection."

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

The Department of Social Medicine, Population, and Public Health (SMPPH) provides a good example of rewarding community engaged research through the merit and promotion process: "Scholarship focused on topics aligned with the mission of the Department is highly valued. This includes research and other scholarship on the intersections of medicine and society with population and public health, social injustices and inequalities that contribute to poor health, the inclusion of oftentimes excluded voices, and the identification of solutions to address systemic change.

Participation in community-engaged research is highly valued. Wide dissemination of a faculty member's scholarly work is viewed positively. This may include publishing articles in languages other than English (e.g., Spanish), as well as disseminating research findings through other means, such as lay reports, community

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presentations, policy briefs, and other media.”

The Department Chair confirmed that several faculty members with high community engagement activity have already successfully been promoted with support from their faculty colleagues, the chair, and the dean.

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

UCR includes service as a part of all faculty promotion files, but we have also chosen to specifically appoint faculty whose primary purpose is to work with community organizations and individuals directly through the Cooperative Extension program (outlined further in Section 3.2). Here is the text from the addendum to the call specifically for Cooperative Extension faculty: “The Specialist in CE series is used for academic appointees in Cooperative Extension who are qualified by formal education and/or experience to conduct educational activities and mission oriented research in their area of specialty and who have responsibility for the interpretation, adaptation, and transmission of the results of relevant research. The Specialist in CE serves as a resource person to disseminate and instruct clientele on up-to-date information and research needs in his/her area of specialization.

Teaching of regular undergraduate or graduate courses is not a responsibility of this series; however, the Specialist in CE with an appropriate I&R FTE teaching component is expected to play a role in resident instruction and graduate education within academic departments. In addition, the Specialist in CE is expected to provide services to the University and private sectors and complement University educational programs, both on and off campus. The Specialist in CE is evaluated for merits and promotions based on their ability to meet these objectives when considered in total.”

Letters of support are solicited specifically from the relevant community partners (farm advisors, county advisors, other clientele) for the promotion file. In addition to the normal promotion criteria, they also have specific criteria, including:

1) Performance in Extending Knowledge and Information: “The program should extend knowledge and information to those clientele groups to assist them in their abilities to understand and address problems facing them. The program should serve the University’s outreach mission” and/or 2) Performance in Mission-Oriented Research and Creative Activity.

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?

These are not yet pervasive across the institution, though there is increasing interest from departments in adapting their statements. The Academic Personnel Office invited representatives from the Provost’s office and the XCITE Center for Teaching and Learning to lead a discussion with all department chairs about the integration of community engaged research and teaching into department statements. Additionally, the Academic Senate Committee on Educational Policy recently invited the Provost and Vice Chancellor for Student Affairs to discuss ways to support community engaged research and teaching. Following the workshop (led by Dr. Marisol Morales), in which the SMPPH department chair shared some of their experience (referenced above), faculty in the School of Education followed up to be able to share those materials with their colleagues.

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,

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research, creative activity, and service.

Below are excerpts from the policy documents of the Department of History, the School of Education, and the new Department of Society, Environment and Health Equity.

History: "The History Department values historical knowledge production in a variety of media, modes of research, including community-engaged research with non-academic partners, and modes of distribution." "Multiple-author, double-blind peer-reviewed journal articles are also a standard venue for research in every subfield whether they be in print or published online. These should receive equal attention to single-authored publications, given the interest and prevalence in the field for community engaged scholarship and digital and public history projects that rely upon different areas of expertise."

School of Education: "Research, writing, creative activity and action that informs and advances policy and or practice are also highly valued, as are collaborative partnerships with agencies, schools, and other organizations. Such work leads to bidirectional learning and demonstrates the value of scholarly efforts. We also note that for faculty in the teaching series, for professional and scholarly activities, we value scholarship in the form of peer reviewed, practitioner based, and/or pedagogy related papers/book chapters as well as other scholarly related activities outlined in APM 210 (p. 18-19). In adherence to the call, we also recognize the additional value of scholarship that contributes to diversity, equity, and inclusion."

Society, Environment and Health Equity: "The SEHE department consists of multidisciplinary scholars whose research focuses on the environment, sustainability, health, and their interconnections with an emphasis on intersectionality, equity, and social justice. As a department, we strive to build knowledge that sheds light on and helps address the interconnected issues of climate change, environmental degradation, sustainability, and health inequity from multiple dimensions, utilizing social science, arts, and humanities methodologies and through collaboration with natural science researchers and community members. We believe that inter- and multi-disciplinarity and collaboration are often essential to understanding complex problems that are mutually construed as well as span multiple populations, geographies, and histories. Quantitative, qualitative, and collaborative research methodologies are honored for their contribution to the knowledge pool. In addition to traditional academic publishing, co-authorship and collaboration, public engagement, and creative projects are considered to be a vital medium for disseminating research findings."

Our department values community-engaged research and work that addresses urgent environmental and health issues in our local and global communities. As such, reports and testimony to policy-making, legislative and activist institutions, and reports developed in collaboration with community stakeholders and our research collaborators are valued as research labor and legitimate forms of research output."

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

On a campus level, UCR recently made revisions to the call in Spring 2022 to include innovation and

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entrepreneurship activity. This was spurred in part by UC wide letter in April 2022, which included some examples of activities that might be presented in the review process where applicable, including “Contributions to team science, such as externally-sponsored centers and institutes, and other collaborative systems for scholarly discovery, “new approaches and innovative methods for teaching and learning,” and “Providing students with translational research and entrepreneurial experiences that provide a connection to real-world problems.”

On a department level, the example above from the History Department is another example of a recent revision to include community engaged research specifically, spurred in part by guidance and best practices from national academic organizations, and with examples from colleagues such as the University of Minnesota.

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.).

On a systemwide level, currently several University of California campuses are working together on specific recommendations and guidelines for the merit and promotion processes on our campuses, and UCR is an active part of this working group. Some of the examples provided in this application, particularly department statements and case examples from community-engaged faculty research, form part of this shared work. The group was recently invited to provide input into the Request for Proposals for the California Climate Action Seed and Matching Grants, resulting in the inclusion of a requirement to work with a “community/end-user partner.”

UCR's Health Disparities Research Center strongly forwards community engaged research and has identified the critical importance of communicating the value of such an approach to the home departments of investigators who work with and in the Center to enact such research. The faculty members (full and distinguished faculty) who serve as the Investigator Development Core leaders for the Center intentionally articulate the importance of such an approach to department chairs and promotion committees. They describe their work as “helping them understand the enormous amount of work required to enact a community based-approach. Our aspirational goal is to work with others on campus to embed recognition of community engagement in the promotion process at the University.”

Early career faculty continue to push for the modernizing of scholarship, including community engaged scholarship, teaching, and service. One junior faculty member highlighted the balance between growing support and caution: “I feel like the work that I’m doing (in K-12 outreach to encourage underrepresented women in STEM) is increasingly being recognized in my department. The work has been highlighted in my departmental letters in my merit files and my department has supported my activities. The departmental staff has helped me with logistics, and I’ve been allocated some space to store supplies for these events. As part of the DEI committee, we have been given some departmental website space to highlight some of the work that myself as well as others are doing (this is currently in development). I wouldn’t go as far as to say it’s encouraged. I’m still regularly cautioned about the time spent on these activities vs the time I spend on research.”

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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).

Denise Davis, Assistant Director for Advocacy and Institutional Relations, leads an important political engagement conference for our region called Persist, together with several community partners. This conference strives to prepare women for engagement in the political realm. The UC Riverside Women's Resource Center, School of Public Policy, and Office of Governmental and Community Relations works with local elected officials, the Cheech Marin museum, and others to put on the conferences, and there have now been six. Denise also published a book with Jennifer Merolla on political engagement and women in American Politics.

Lisa Des Jardins, Assistant Director in Student Engagement, participated in two Campus Compact Communities of Practice; Community Engagement Fundamentals, and Engaged Research. Lisa is also a member of the inaugural UC Community Engagement Network, aimed at ensuring all UC schools are jointly collaborating on resources and policies related to elevating community engagement and ensuring best practices across all campuses. Additionally, she attended a working meeting for the Association of Public Land-grant Universities through a Collaborative Opportunity Grant award.

Arlene Cano Matute, Assistant Director of Chicano Student Programs, led a community-engaged research course for undergraduate students, interviewing Chicano community elders about the history of the Chicano student movement in Southern California. She also presented at the 2022 HACU conference on a project related to Chicax/Latinx student success (including the importance of their communities).

Beth Claassen Thrush, Director of Strategic Initiatives for the Chancellor and Provost, has presented at two different conferences on community-engaged learning. She and undergraduate student Phong Hong presented on the possibilities for student-led community-engaged courses (R'Courses) at the Campus Compact Conference in 2017. She worked with a collective of staff and faculty from various institutions participating in the Campus Compact Community of Practice to present on definitions of community engagement at the Gulf-South Summit in 2021. She has also been involved in the Innovation and Economic Prosperity cohort, which is part of the Association for Public and Land Grant University's Commission on Economic and Community Engagement (CECE).

Alejandro (Alex) Cortez, Academic Coordinator in Evolution, Ecology & Organismal Biology, was the recent recipient of the People Helping People Award from Staff Assembly, honoring his significant contributions to various community groups, both as a direct volunteer and as a visionary advocate for policy changes that will benefit our community.

Samantha Jobelius, Enrollment Manager for the School of Education, is the President of the Inland Empire Alumni Network of UC Riverside. Their mission is to advance the UCR alumni culture through networking and programming events that enrich the student experience. Also, by promoting student-alumni interaction, their purpose is to establish loyalty and cultivate relationships with Highlanders throughout the Inland Empire community. Samantha has been a member for about 12 years and the President since July 2020. Samantha is also a member of the Junior League of Riverside, Inc. where the mission is to promote volunteerism, develop the potential of women and improve communities through effective action and leadership of trained volunteers. She was Co-Chair of the California State Public Affairs Committee of the Junior Leagues of California (CalSPAC) from May 2021 to May 2022. CalSPAC is the advocacy arm of the Junior League in California and provides

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training in this area.

Denise Payne, Lead Credential Analyst and Advisor at the Teacher Education Program. As a community engagement professional, Denise has had the opportunity to connect statewide with credential personnel by serving on the Credential Counselors and Analysts of California (CCAC) Conference Committee to provide support and guidance on organizing an annual conference in Sacramento. As the Past President of the Board of Directors, activities include working with the Commission on Teacher Credentialing (CTC), educational testing companies, International Education Research Foundation (IERF), professional development speakers and many other experts in the field to provide a relevant annual conference for constituencies across California. This includes all UC, CSU, County Offices of Education, and District personnel who perform duties related to teacher preparation, certification, and employment. Denise has enjoyed the credential community engagement aspect by presenting workshops on transcript evaluations and co-presenting with CTC on preparing for accreditation visits. Recently, Denise was asked to serve on a CCAC Forum Committee, a new initiative to develop proposed guidelines and roles on a web-based platform and once deployed will facilitate increased communications across all constituencies for those brand new up to the most experienced in the educator certification profession. She serves as an informal point of contact for new analysts in the field and engages in weekly (sometimes daily) conversations related to state changes and the implementation of how the changes impact teacher preparation programs.

Sean Gil, Director of the Career Center, currently serves at UCR's representative to the Greater Riverside Chambers of Commerce Business Education Partnership group, actively engaging in regular conversations with local business and education leaders (from K12 and higher education) on how to best prepare students in our region to create and contribute to the jobs of the future.

It is also worth mentioning in this section the very important community engagement activity of our alumni, many of whom are also staff, community leaders, or both. The Inland Empire Alumni Chapter adopted University Ave. and cleans it every other month. We engage around 50-60 alumni volunteers for our regional scholarship program, and around 20 others for our transfer, Re-entry, and chapter scholarships. Our Chicano Latino Alumni Chapter routinely volunteers to host panels for students. The Black Alumni Chapter also routinely volunteers for student panels as well as sitting down with applicants who did not receive their scholarship to go over their applications to help improve them.

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

Linda Ventriglia-Navarrette, School of Education, focuses on narrowing the opportunity/ achievement gap between native English speakers and English language learners. Project Moving Forward, developed in 2012 after 12 years of research, is an elementary school program impacting vocabulary, language and literacy development in local school districts. In 2018, then-assistant deputy secretary of the U.S. Department of Education and director of the Office of English Language Acquisition (OELA), José Viana visited the Inland Empire and recognized Dr. Navarrette's community impact.

Cathy Gudis, Department of History, directs the graduate program in public research. Her research is focused on the history of Southern California and its people. Dr. Gudis serves as historian-in-residence as the ACLS-Mellon Society & Scholars Fellow with Los Angeles Poverty Department's Skid Row History Museum & Archive, where she has helped enhance archival and public humanities projects and funding. She has worked for over twenty years with art and history museums, in historic preservation, and on multi-platform, place-based projects that

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focus on Southern California and explore how public space is privatized, landscapes racialized, and inequalities of access contested.

Ann Cheney, assistant professor in the Department of Social Medicine Population and Public Health, is a medical anthropologist whose main approach to health services research is through community based participatory methods. She is an expert in the principles and methods of the approach and a “go-to” campus resource for scholars who seek to build community engagement into their research. She is the director of HABLAMoS (Hispanic and Bilingual Longitudinal Ambulatory Medical Studies), a four-year program for medical students that focuses on Spanish language acquisition and studies in cultural and structural competence. Dr. Cheney oversees the Coachella Valley Free Clinics. A recent example of her community-based approach was realized in a study that involved community partners in the conceptualization, enactment, analysis, and reporting of results concerning COVID outcomes in California (Casillas et al. 2022). The approach represents a new and potentially sustainable statewide community engagement model for addressing health disparities in a multiethnic/multicultural context.

Samantha Ying is an Assistant Professor in Environmental Sciences and an exemplar of UCR Center for Health Disparities (HDR) facilitated evolution from a solely disciplinary based (biogeochemical) research program to a transdisciplinary community-engaged research program directly addressing inequities contributing to health disparities. Dr. Ying is an environmental scientist interested in biogeochemical processes involved in water and soil. Through HDR activities and collaborative forums attended by a diverse array of subject experts, new investigators and non-academic community members, she received feedback on her discipline-specific research and was aided in developing a community advisory board (CAB) and forming collaborative partnerships within and outside of academia. With this team, she created and pursued a project that was transformative for her research entitled “Could replenishing California’s groundwater adversely affect water quality and disadvantaged communities?”

Loralee Larios, PhD, is Assistant Professor and Plant Ecologist in the Department of Botany and Plant Sciences. Her research areas include plant population & community ecology, restoration ecology, and plant invasion ecology. This work is consistently done in partnership with local partners to improve pressing needs for natural resource management and to aid long-term management. In partnership with the Riverside County Habitat Conservation Agency and California State Parks, she has helped evaluate the ecological impacts and identify management strategies for an invasive plant threatening local biodiversity.

Cecilia Ayon is a Professor in the School of Public Policy. She has been a recognized expert in community based-participatory research ever since her seminal work with immigrant families seeking to cope with harsh immigration policies that were enacted in Arizona at the time. The community engaged work led to conceptualizations of the multiple ways the policies threatened the security, livelihood and health of the families. Since that time all of her research has followed community participatory principles. A recent example is work examining how undocumented status complicates the lives of students on UC and Cal State campuses, work that she completed with active involvement of the undocumented students themselves. The results showed how campus climate influenced health and educational performance.

Joseph Kahne, in the School of Education, prioritizes support for equitable practices and increased access to civic learning opportunities by promoting systemic district and school level reform. His work supporting the Riverside Unified school district has been to help them incorporate data on provision of civic learning opportunities into their schools’ continuous improvement process. He has worked with district leaders to craft strategic plans, run workshops (often leading together with UCR students), and have provided qualitative and quantitative data analyses tied to their civics agenda. In addition to this direct support, this work has resulted in numerous scholarly papers. His work represents our deep commitment to working with educational institutions

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in the community and to supporting those community's youth to become civically engaged as well.

Rickerby Hinds, Chair of the Department of Theater Film and Digital Production, founding director of the Center for Dramatic Innovation. Dr. Hinds is a pioneer in the Hip Hop Theatre movement in the Inland Empire – San Bernardino, Riverside, Redlands and Moreno Valley – where this art manifests itself in the unique hip hop dance called Krumpin' or Gettin' Buck. Each week throughout Southern California young people participate in “Krump battles” in which they use dance moves instead of bullets. These weekly gatherings are often the only opportunity for these young people to express themselves creatively.

Kalina Michalska, Department of Psychology, is a member of the Program in Neuroscience, Department of Psychiatry at the School of Medicine, and the Presley Center for Crime and Justice Studies. Her research at the UCR KIND Lab focuses on the development of emotion understanding with children, adolescents, and adults. Dr. Michalska has been influenced by the community participatory emphasis at UCR. An example is work in which she co-designs a study of links between racialized stressors and threat neurocircuit function with Dr. Cecelia Ayon, who contributes expertise in community-based participatory research with the aim of developing community-level interventions that leverage the strengths and resources of Latinx parents.

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.

In addition to the recent revisions to UCR's review procedures referenced above in Section 9.5, the Center for Ideas and Society (CIS) at UCR has been active in calling out this issue. Over the last few years, CIS has developed and administered the Faculty Commons Pilot Project. The pilot was designed to retain faculty from underrepresented communities by building intellectual and supportive interdisciplinary communities based on common research, teaching, and learning concentrations and integrating those communities with one another and with the entire campus. Five working groups were established in the pilot, each charged with building membership across CHASS and UC Riverside; holding community building events; hosting outside speakers and experts in each group's research topics; sponsoring research and working paper discussions; sponsoring manuscript development sessions; funding working lunches and group excursions related to the workshop's topics; mentoring junior colleagues and helping them develop academic networks; and, pursuing cross-programming opportunities with other working groups and with other interdisciplinary projects at the Center for Ideas and Society.

Each of the working groups had a core of about ten faculty members with some members participating in more than one group; the groups also included graduate students and, to a lesser extent, undergraduate students. These working groups incorporated work with local communities, nonprofits and Indigenous leaders. This type of outreach could aid retention by helping working group members establish a personal connection within the community. In particular, one of the working groups worked on “Reclamation and Native American Communities.” The working group hosted a reading group over the summer on Indigenous research and scholarship style and worked on developing or strengthening ties with the local Indigenous community. These relationships are important for retention – Indigenous faculty ties to the campus depend in large part on their connection to local tribes and issues. Also, local indigenous knowledge can enrich research and teaching at UC Riverside.

SECTION 10: Curricular Engagement

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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.

The development of standard and required components and a campus-wide definition for community engaged courses started with the Provost initially sharing a draft version of components and a definition with campus leadership. This was followed by sharing subsequent iterations of these drafts with other major campus stakeholders, especially the Deans, the Academic Senate Committee on Educational Policy, and Department Chairs. These efforts resulted in five criteria for defining community engaged courses:

- 1) Mutually-beneficial, respectful, and sustained collaboration that creates reciprocal value for students and community partners
- 2) Enriches the scholarship of the institution by accessing community cultural wealth and expertise
- 3) Addresses community-identified needs and enhances community well-being
- 4) Deepens students’ civic and academic learning, and promotes connections between these through opportunities for critical reflection
- 5) Integrated into the course design, including assessment of student learning

Based on these initial conversations, campus stakeholders were able to begin to collaborate on a course development rubric, to codify these required components and definitions into a course approval process that would ensure proper course content and learning outcomes.

As part of this development process and to track the reliability of the rubric, the XCITE Center for Teaching and Learning did extensive outreach to the Community Engagement Advisory Committee members, department chairs, and individual faculty to identify existing courses that met these standards. This resulted in identifying existing courses that could then be evaluated by the developing campus definition and to see if these identified courses met the standard and required components. To assure fidelity to the definition, community engaged courses will have to submit their new or revised course proposals directly to faculty-led committees with the proper training and expertise to review and provide guidance (e.g. the Committee on Educational Policy, Committee on Courses, or the upcoming Division of Undergraduate Education Executive Committee).

To clarify further how fidelity will be achieved, new and revised courses will go through an already established process, in which each course and its supporting description (e.g., written description, catalog description or augmenting sample syllabi) are proposed by the department chair, or instructor in consultation with the department chair. Once approved, they will be sent to the approval committee(s) referenced above. We will enlist the Committee on Educational Policy, in particular, to be able to have faculty approval on the use of the community engaged course rubric as part of this approval process.

Additionally, the XCITE Center for Teaching and Learning will work interactively and collaboratively with department chairs and instructors in course development and ongoing evaluation to continue to promote consistency in components in community engaged courses. For tracking and evaluation purposes, UCR is currently in the process of using our Student Information System (SIS) to better identify community engaged courses across campus with a new course code. Once we have a new course code in our SIS system, UCR will be able to establish a baseline number of community-engaged courses and be able to show an increase in the number of these courses by June 2024.

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

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

43

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

1.5%

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

81

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

6.4%

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

80.3%

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

19.7%

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

84.0%

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

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

53.5%

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

2,349

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

8.4%

l. What academic year does this data represent?

2021-22

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.

First, the Chancellor and Provost's offices, in consultation with the Community Engagement Curriculum Specialist, developed a department-level inventory apparatus, which was canvassed to all departments. Deans and Department Chairs reported their department level courses with qualifying community engagement components. The data request included separate information for graduate and undergraduate coursework; and faculty instructors for this coursework and their level of institutional involvement, as tenured/track vs non tenure track, and fulltime or part-time status. Student participation was requested as well, also broken down by graduate and undergraduate status. The number of departments which responded as offering coursework was counted as active if the community engagement qualifying coursework was still currently in an active rotation for offering even if in more than one assessed year; the individual course offerings and personnel data counted only qualifying courses offered during the 2021-2022 school year.

Second, the institutional information on instructor and student population numbers was solicited from the Assistant Vice Chancellor for Institutional Research. That office generated specific campus-wide data on annual overall instructor number, both full-time and part-time, tenured/track and non-tenure track, as well as number of students, graduate and undergraduate, pertaining to sections 10.2d,e,i, above.

The data was gathered over the course of the fall and spring academic quarters 2022-23 as a single baseline measurement. The departmental reporting was a collaboration between the Community Engagement Curriculum Specialist and the Department Chairs, often in consultation with individual faculty. The specific purpose for the information collection was to ascertain the level of data available at the current time relevant to the questions asked of the university in completion of the documentary evidence for this application. Its collection was to both answer the direct questions asked, and to establish a baseline for future evaluation of

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progress in the development of community engaged instruction at UC Riverside.

The digested results of the departmental survey response showed a mixed presence of community engagement on campus, and a variable level of such engagement in the curriculum. Some departments have a robust set of coursework which is specifically designed to engage elements of the surrounding community, both directly and through community organization partnerships; and its paradigmatic understanding of the mutually beneficial and collaborative nature to community engagement is sophisticated and well developed. On the other hand, some departments, especially those with a more academically limited subject matter, do not at this time claim any coursework which qualifies as community engagement under the current definitional paradigm. Aspirational consideration is underway, both for instructor-facing training, and institutional paradigmatic formation, to advance the acceptance and further growth and development of community engagement in the curriculum.

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

We are working toward a tag for all community-engaged courses that will allow us to track the courses over time, and allow students to search for the courses. The best way to notate it moving forward is still under discussion. There are ongoing conversations about how to better identify and recognize these courses over the long term, especially as our new Vice Provost and Dean of Undergraduate Education, who is an advocate of community engaged learning, begins the role.

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

In the Majors:

The promotional materials for the School of Education's Education, Society, and Human Development (ESHD) Undergraduate Program read, "Through the program, you'll get an introduction to issues, policies, and practices of education and research in schools and learning across contexts. Community engaged learning is a signature feature of our undergraduate education major, and our partnerships with local organizations will help you engage in meaningful research, expanding your learning opportunities and amplifying your success."

In practice, this means that all ESHD majors must complete 40 hours of Community Engaged Learning as a critical component of the degree requirement. The goal of Community Engaged Learning is to enrich and extend the UCR coursework experience with applied, real-world learning addressing community-identified concerns. The focus of each experience is to encourage students to put into practice their learned knowledge of education theory, research, policy, and practice in ways that contribute to the mission of an educational or community organization through well-informed service. It is suggested that students complete this requirement prior to their final year at UCR when possible.

Students have four options to complete the Community Engaged Learning requirement, and they work with a

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full-time staff Community Learning Coordinator to explore and complete the requirement: 1) Past or Current Fieldwork Experiences, 2) Community Engaged Learning Internships, 3) Research with Faculty, 4) Service-Learning through a course.

Capstone, Senior-level project:

One example of community engagement integrated into a meaningful capstone at UCR is the Department of Bioengineering senior year project. Spread over all three quarters of the major's final year, BIEN 175 A,B,C, students design, prototype, test, and present novel solutions to real-world bioengineering/biomedical problems. Students engage with community stakeholders throughout this process. Several projects are directly sponsored by community organizations including Loma Linda University Medical Center and City of Hope Cancer Institute; personnel at these organizations directly mentor our students and assist them in developing solutions that satisfy community needs.

The projects culminate with Bioengineering Day, a special event in Spring quarter during which students present and demonstrate their projects to two distinct audiences from the community: (1) local biomedical industry representatives who would provide constructive feedback to all the groups along with their input for grading and evaluation purposes, and (2) local junior high school students from Riverside Unified School District who view the projects, interact with our students, and witness firsthand what undergrads are able to accomplish as an inspirational and aspirational encounter. This also gives our students valuable practice communicating scientific and engineering concepts to an audience with a wide range of expertise, from K-12 students all the way to experts in biomedical science and engineering. Bioengineering Day is held in collaboration with UCR's student chapter of the Biomedical Engineering Society (BMES), who set up additional demonstrations for the K-12 students and help with the logistics involved with contacting local science teachers ahead of time and arranging for bus transportation for K-12 students. Our students benefit from the encounter, as do our local community K-12 students. Our local Biomedical partners find this both an opportunity to serve our students, and further network with our students and faculty.

Medical Education Partnership, Intervention and Research in and with the Community:

Since 2013, UCR has, through its School of Medicine (SOM), developed community partnerships that address local needs. Its community outreach programs include Medical Leaders of Tomorrow, a free program for high school seniors from the region developing medical career exploration; and, through the SOM Health Sciences Partnership for Disadvantaged Student Development (HSP), UCR students provide mentorship to 9-12 high school students on visioning and developing health career pathways. The SOM's Program for Improving Care of Aging Adults through Training and Education (PICATE) enhances geriatric education, training and workforce development in the Riverside University Health System, and is funded by a \$2.5 million grant in partnership with UCLA and the Riverside County Department of Public Social Services. In 2017, UCR invested \$1.4 million to remodel and equip a new medical facility in Downtown Riverside, providing health service to some of the city's central community members in collaboration with the SOM academic program.

The School of Medicine curricular program, its course training of students and research in the medical field, includes three vectors which distinguish UCR's focus on community engagement. First, the Longitudinal Ambulatory Care Experience (LACE) bridges the gap between classroom learning and clinical application, providing students with hands-on clinical experience among community-based primary care providers in years 1 through 3. The program introduces students to diverse populations beginning in their first year of medical school and provides insights into continuity of care. LACE also creates sustained mentor-mentee relationships between students and primary care providers through partnerships with practice groups, community clinics, and hospitals.

Second, UCR offers two designated emphasis programs focused on community needs. In the Community Health

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emphasis, students learn from community mentors, receive team-based clinical training, and learn how a clinical setting responds to the health needs of a community. In the Medical Spanish designated emphasis, HABLAMoS (Hispanic And Bilingual Longitudinal Ambulatory Medical Studies) is designed to meet community cultural and communicative needs. Many in the community lack access to healthcare because of financial, travel, or language barriers. HABLAMoS students are 43.9% Latinx, 22% are immigrants, and most are Spanish speakers. In HABLAMoS, all classes and modules are taught in Spanish, with the curriculum including workshops, medical Spanish lessons, community dialogue, and public health talks in Spanish. As of 2023, more than 100 of the 341 MD students are in the HABLAMoS Program. Both emphases engage the community collaboratively and empower our medical students to continue their outreach in their careers within the community.

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

Every summer at UCR, exceptional professors teach groups of students worldwide on Faculty-Led Education Abroad Programs (FLEAP). Faculty teach two 4-unit UCR summer courses in fields as different as dance and computer science. FLEAP leaders focus on collaborative community engagement, which benefits all stakeholders.

UCR faculty, the UCR Education Abroad office, and UCR International Affairs staff co-create these educational programs aligned with best practices in international engagement. FLEAP professors engage local communities, prioritizing the value of listening and mutual learning and encouraging reciprocal benefits to communities and students. As UCR students participate in FLEAP projects, they also build their skills to engage with global and diasporic communities in Southern California.

Here are examples of former and current FLEAP projects:

Computer Science faculty Drs. Brian Crites and Jeffrey McDaniel have led a popular program in Tokyo, Japan, introducing students to what it's like to create or work at an early-stage startup. The students learn to develop and deploy modern websites and services, including tools, frameworks, patterns, and methods.

An Environmental Science professor, Dr. Daniel Hirmas, engaged UCR students in a regional soil and botanical research program in the São Paulo, Brazil region. Students learned in an onsite hands-on experience, and their work was directly part of the ongoing work of local scholars in botanical and agricultural communities.

Dr. Derrick Fay, an Anthropology professor, engaged UCR students in a regional cultural ecology research project in Brisbane, Australia, with local indigenous peoples. Dr. Fay's students examined the local impacts of climate change and how it affected indigenous communities.

Other FLEAP faculty and students have examined California biodiversity, analyzed child development in urban Hong Kong, studied bioengineering and fluid dynamics in France, and researched genetically-driven social traits of ants in central Europe. These examples highlight innovative community engagement opportunities in faculty-led programs at UCR.

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In terms of Student Leadership, UCR offers a unique program of student-led for-credit courses (R'Courses). R'Courses support students' efforts to develop leadership skills, to innovate the undergraduate curriculum, and to promote democratic, experiential education on campus. These courses are 1 unit, S/NC offerings facilitated by UCR undergraduate students. Each course has a faculty instructor of record who provides mentoring and support behind the scenes. The Office of Student Engagement works with the R'Course Governing Board to review R'Course proposals, coordinate course activities with academic departments, provide student facilitator training, and facilitate student recruitment.

A number of these courses have a community-engaged component. For example, one R'Course on migration worked closely with a local nonprofit organization (Glocally Connected - now the Human Migration Institute) to design a course in which newly-arrived refugees helped to teach the course content, and students worked with them on a project of collecting recipes. An example of a community-engaged R'Course currently offered is POSC 190: The Health, Environment, and Economic Impacts of Resource Extractions: Centering Social and Political Perspectives of People in the Imperial Valley.

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

Social innovation/entrepreneurship:

UCR educates students to be the innovators of tomorrow, and the campus provides opportunities to explore their ideas and to develop an entrepreneurial mindset. The university's student entrepreneurship program has reached more than 7,000 students since 2019. Among other opportunities offered, UCR leverages the specialized facilities and makerspaces housed on campus to spark ingenuity and innovation.

The UC Riverside Office of Technology Partnerships, or OTP, helps address the desire of Inland Empire leaders to develop a greater base of "home-grown" tech jobs, in a region where the trucking and warehousing jobs of the logistics industry increasingly dominate the "help wanted" pages. OTP assists community members, as well as faculty, with opportunities to further entrepreneurship through training, mentoring, and networking, including through its EPIC Small Business Development Center and ExCITE Incubator. OTP also offers capital for various

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stages of project development, including through the UCR-affiliated Highlander Venture Fund, which provides investments between \$250,000-\$500,000.

OTP also facilitates the UCR Ag Tech training program, supported by the Irvine Foundation and run through UCR Extension. The program provides a specialized certificate program for community members on how to start companies in the agriculture and logistics sectors, and a Micro MBA program that is also offered through UCR Extension, and in partnership with the National Latina Business Women's Association.

The Inland Empire Innovation Ecosystem, or IE Squared, is a collaboration led by the School of Public Policy's Center for Social Innovation. It includes regional partners from higher education, industry, local government, and funding organizations, all of whom advocate for improving the network of entities that work on similar technologies. Its works includes maintaining a directory of incubators and accelerators, research on the current state of innovation in the region, hosting events, and relationship-building within the Inland Empire and region. Focuses include agricultural technology, natural resources, biotech, healthcare delivery, clean and sustainable technologies, information technology, and social innovation.

Community service projects - outside of the campus:

Outside of campus, UCR engages in community service projects through projects such as MLK Day of Service, an annual service day that takes place on Martin Luther King Day every January. The Alumni Office runs an annual Highlander Day of Service. Highlander Day of Service pays homage to UCR's promise in being a leader in community service. Highlanders across the nation are encouraged to give back to their communities by organizing or participating in community service projects wherever they are. The office solicits short-term community projects from around the local region and organizes students, alumni, and other campus partners to participate. Projects have included Keep Riverside Clean & Beautiful, the R'Garden (campus garden with strong community connections), another local pantry/garden, assembling food kits for the Los Angeles Food Bank, raising money through walkathons, and assembling care packages for troops in basic training. A recent Highlander Day of Service included more than 500 people who devoted 1,500 hours to Riverside free clinic and Project Food.

Campus student organizations and staff members have played a key role supporting Project Food, a weekly program founded in 1984 and held in the historic First Congregational Church in Downtown Riverside. Project Food serves the needs of a growing unhoused population in downtown Riverside, serving up to 200 people every Wednesday evening. As hosts, the students greet visitors, refill beverages, and help with clean-up. UCR campus organizations that are or have been active in Project Food include UCR's American Medical Student Association, Hands on Healthcare, Global Medical Brigades, Phi Delta Epsilon, and Delta Epsilon Mu.

Student leadership:

An example of encouraging student leadership is UCR's Inspiring R' Leaders Conference, an annual full-day leadership conference open to all currently registered undergraduate and graduate-level UCR students. The conference offers multiple speakers, collaborative work, and more than 21 workshops. In the past few years, the conference has been themed on community engagement. 2019's theme was "Tools for Change"; 2020 was "Power in Our Voices," and 2022 was "Community Action." Students are challenged to think of themselves as problem-solvers and work to identify local community challenges, developing strategies for addressing those challenges. The goal of the conference is to develop civic-mindedness in students. Many of the conference speakers are local community leaders and elected officials who serve as important co-curricular educators in this space.

Work-study placements:

The UC Riverside Career Center has worked over the past decade to develop a robust set of community partner

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work study placements, with many students working with local school districts and non-profit organizations. The career center aligns students' placements with their majors more directly through the Learning Aligned Employment Program, or LAEP, which is supported with funding through the California Student Aid Commission. In the most recent county, 72 students were placed in regional school districts and non-profits. Organizations include three school districts and organizations including the Mission Inn Foundation, Music Changing Lives, and Building a Generation, which connects families to community resources. The Career Center is also restructuring to devote increased staff resources to supporting this community-engaged programming.

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

UC Riverside has two systems available for students to use to track their engagement throughout their college experience. The first is the Community Service Portal. The portal is a one-stop shop for all things community service/engagement. A student can log into the portal to find community service opportunities, connect directly with community organizations without having to go through UCR staff, learn about community events, and they can also report their hours spent doing community service/engagement. Students who report their hours on the portal can pull a report at the end of the year that showcases their impact on the local community. The portal also provides benefit to department and/or organizations who have cohorts of students completing required community engagement hours. They can develop and assign community service events to specific groups of students and track their completion. There are currently 2,128 users and 78 Community/Campus Organizations on the Portal.

In addition to the Community Service Portal, the UCR Campus also has Highlander Link, the online home for all registered student organizations on campus. Registered Student Organizations (RSOs) have profile pages on Highlander Link that they can use to manage their groups - this includes managing their roster, accessing the room reservation system on campus, managing events, communications, and a host of other options. There are currently 560 active organizations and 14,645 involved users. A large number of UCR departments also have pages on Highlander Link.

When a student attends an event, does some sort of professional development, learns a new skill, or any other sort of personal/professional development accomplishment, they can report their experience on Highlander Link. Reporting these experiences produces for students what is known as a Co-Curricular Transcript (CCT). The CCT can showcase all of the involvement a student has had while at UCR - including their being in an RSO and holding an official position - and it serves as a transcript of their involvement that they can use to supplement graduate school or employment applications.

There is current work underway to acquire a new student affairs badging/microcredentialing system. We are developing criteria to validate the badges over the next year and a half, and this system would auto-populate based on student involvement, rather than relying on student self-reporting.

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.

As part of its mission, the School of Medicine has created 10 pathway programs serving more than 2,000

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students annually, spanning middle school to university. In 2022, the Inland Empire Regional Hub for Healthcare Opportunity was created, providing a pre-med pathway for local community college students. Separately, UCR's mission award program provides medical students with a two- or four-year award to cover all required tuition/fees not covered by other financial aid. Each recipient then completes 30 or 60 months of qualified service within San Bernardino, Riverside, or Imperial counties post residency.

The Designed Emphasis in Medical Spanish language learning program includes classroom instruction and experiential learning opportunities in Spanish-speaking clinics, engagement with community health workers and families in rural and urban communities in Inland Southern California. The program is four years in duration and a recognition of the unique healthcare dynamics of the two counties that comprise the "Inland Empire" region, Riverside and San Bernardino, which are more than 50% Latino.

The School of Education's first-year learning community seminar begins with students attending at least one community event and reflecting on it. To prepare for their community-engaged learning requirement, among other things students use public transportation, become familiarized with community organizations, and begin networking. Community engaged learning hours are met through community internships, research, courses, or work with academic reflection. Students who have completed these requirements then have the opportunity to participate in assessment of the community engagement process through an educational evaluation methods course and/or work with the community engaged learning office. For some students, their community engaged work leads them into a more comprehensive research or capstone project.

Undergraduate students from any major can participate in a new badging program called Excel Plus. One of the competencies of Excel Plus is Community Engagement & Social Responsibility, in which students must demonstrate that they can increasingly 1) engage in collaborative work to increase the community's good, 2) recognize social systems and how they affect people, and 3) affirm the value of individuals and communities. They do this by participating in learning activities (approved courses with community engagement-focused content), experiential activities, and career management activities.

The Leadership Pathway Program, in its 10th year, requires students to take two of three courses focused on hearing from community leaders and/or shadowing them. A study of the first-year cohort demonstrated the program's effectiveness at developing leadership skills.

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.)?

University of California systemwide data holds that more than one in five UCR students participates in academic service learning or community-based learning.

There are more than 40 student-managed Registered Student Organizations that focus on community service/engagement initiatives. In addition to these 40 with a targeted community-service mission, cultural organizations, professional organizations, and fraternities and sororities have a community service component.

Associated Students of UCR, or ASUCR, is the campus's student leadership organization, and includes the Highlander Action Committee, charged with creating coalitions with partners including community nonprofits. Its City Relations Committee handles community collaboration efforts and influences city council government.

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Its Outreach Committee creates events for middle school and high schools students, promoting necessary steps to prepare for college and providing an overview of student governance.

ASUCR's Civic Engagement Committee organizes and increases voter registration, hosting education events and participating in the Get Out the Vote initiative. Working with ASUCR and a campus voter engagement workgroup, since 2018, UCR has surpassed the national average in voter turnout for the first time since the campus has been involved in the National Study of Learning, Voting, and Engagement.

The University of California's Valuing Open and Inclusive Conversation and Engagement, or VOICE, initiative provides up to \$5,000 in funding for UC students and others who "explore the intersection of expression, engagement and democratic learning and considering what can be done to restore trust in the value of free speech on college campuses and within society at large." At UCR, grants are used to encourage community engagement. In 2020, four UCR students were supported through leadership development experiences that taught them about civic and community engagements and encouraged them to spread awareness of engagement throughout campus. Student leaders developed a survey for students to learn about the obstacles (real or perceived) that keep them from becoming more involved in the local community. The ambassadors also developed a dinner program that brought together UCR students, staff, faculty, and community partners to discuss how to better connect students to the local community.

In 2021, the grant supported an Inspiring R' Leaders conference for 100 students, hosting workshops on community challenges and asking students to help develop strategies for addressing those challenges. In 2022, a mini-grant program in collaboration with the Associated Students Program Board, this program provided funding to UCR student organizations and departments who are hosting programs that are either directly involved in community engagement, or groups that raise the level of awareness of community engagement and the challenges that must be addressed in the local community.

Student organizations and their student leaders are recognized for community service each spring at a Student Organization Awards ceremony. Eighteen distinct awards are bestowed upon organizations and individuals, including in Outstanding Community Service. Past recognition includes volunteer work in the San Bernardino Free Health Clinic and the UCR student chapter of Project Sunshine, a nonprofit that provides educational, recreational, and social programs to children and families living with medical challenges.

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 2017 the Office of Student Life launched a new programmatic area called Leadership and Service Programs (L&S). This new functional area was tasked with increasing community engagement opportunities for students, and creating leadership development opportunities. A staff member was hired for the position to serve as coordinator and a budget was provided to launch new programs. Since then, a number of programs have been developed that have gone a long way to providing an increasingly large number of students with opportunities to develop cultural competence and humility, leadership skills, interest in community engagement, and civic mindedness. These programs include The Cultural Awareness Project, the Inspiring R' Leaders Conference, MLK Day of Service, the Leadership in Action Certificate Program, the Climate Action Leadership Series, Earth Month Service Projects, the Community Service Dinner, the Voter Engagement Workgroup, the Civics Hour, and UCR Leadership Week - among others.

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One example of one of these programs is The Game Changers, which is a 4-week leadership series on civic engagement that takes place every quarter. Since Student Life leadership recognized that for students of color, sometimes community change was focused more on advocacy than on traditional “community service,” they sought to create programming that would bridge that desire with concrete action. This workshop series helps students learn actionable ways to create change in their communities. Participants will learn new skills in how to develop coalitions, identify and address problems, and take steps to changing their communities. This series counts toward the “Group” requirement of the Leadership in Action Certificate Program.

In 2022, UCR was awarded a College Corps grant that allowed for the re-design of an existing AmeriCorps Program. The result of the redesign allowed for three main changes. The first was an increase of 76% in the number of students who had access to and could participate in community engaged activities (particularly students who were not currently engaged). The second change was an increase in the number of focus areas that students could serve in. Whereas the AmeriCorps program focused on education, the College Corps program focuses on education, climate action, and food insecurity while developing cultural competencies, asset-based approaches, and valuing the reciprocity of engaging with communities. Lastly, the UCR College Corps program is now able to provide this opportunity to undocumented (AB540-eligible) students who previously did not qualify for the AmeriCorps program.

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

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).

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

The Diversity, Equity and Inclusion (DEI) office, Student Affairs, and Governmental and Community Relations have all been working together over the past few years to provide robust support and structure for DEI in community engagement efforts. The Vice Chancellor for DEI has been very involved in the City of Riverside Multicultural Council and the Latino Network. All three cabinet members leading these units have also worked to support the UCR advisory committees for underrepresented groups, including Grier Concerned Citizens, the Chicano/Latino Advisory Committee, and the Native American Advisory Committee. There are also examples of integration of DEI and community engagement in the schools and colleges.

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UCR's School of Education is growing a pipeline from undergraduate students into graduate programs who can then serve as education-focused practitioners, addressing needs in the local community (i.e. teachers, student affair professionals, school psychologists). Nationally, teacher education programs on the average enroll 70% white students, and feed into an 80% white teaching force. Teachers of Color also leave the profession at a rate higher and faster than white teachers, exacerbating the lack of diversity in the profession). As our region grows in its diversity, research shows there is a need to also diversify the teaching force, so it is more reflective and responsive to the shifting demographics of students. Aligned with the priorities of creating culturally sustaining and community-engaged educators, the Institute for Teachers of Color Committed to Racial Justice has for the last 13 years (9 at UCR), provided professional development for over 1000 teachers of Color locally and across the nation to aid in their retention, the strengthening of their racial analysis— a tool supportive of navigating a predominantly white profession fraught with racial inequity, and their racial justice leadership development. Teachers leave the program feeling a sense of community, with racial justice models, and with action plans to create change in their schools.

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

Community engagement is key to successful partnerships that increase social innovation and entrepreneurship throughout our community. UCR and its Center for Social Innovation (CSI), for example, continue to strive to make meaningful and powerful connections with regional actors to bolster social innovation and support social entrepreneurship. The goals of the Center for Social Innovation are to: 1) more deeply integrate researchers and community stakeholders in collaborative projects and long-term partnerships, 2) provide a credible research voice that spurs civic leadership and policy innovation, and 3) shift away from a “problem” narrative to an “opportunity” narrative for marginalized communities. Specific to our work in Inland Southern California, our activities in collaborative research, policy innovation, and narrative change are aimed to more fully realize the region's potential in terms of its civic and nonprofit activities. Design thinking, which prioritizes empathy and human-centered design, is one way to intentionally connect community engagement with social innovation/entrepreneurship to ensure that the goals and results are responsive to community needs.

Lifelong learning (non-credit):

UCR's Osher Lifelong Learning Program (OLLI) program is designed for people who are 50 years of age or older, especially those who have retired and have a thirst for knowledge and connection with the larger world. UCR's OLLI courses are diverse, covering literature, history, science and the arts, and take place in fall, winter and spring quarters in both Riverside and Palm Desert, as well as online. On average, UCR offers 20 OLLI courses per quarter, many of which are taught by retired professors. Courses are generally six weeks in length and affordably priced, at just \$55. Special events, including concerts, theatre performances, and cultural field trips to local destinations and excursions to other regions in California, the U.S. and abroad, are also offered, all with a learning and discovery component. In addition to the joy of learning, OLLI provides an accessible and inclusive way for community members to experience social connections in a safe and welcoming environment.

The UC Riverside Palm Desert Climate Stewards Program combines classroom, online, and field experiences in earth systems, water, energy and agriculture; as well as communication training, participatory science, and community service opportunities. The course includes an overview of state and local climate policies. After certification, UC Climate Stewards are encouraged to volunteer in activities ranging from community and participatory science, land and water stewardship, environmental justice and civic engagement, and education and interpretation activities. UC Riverside Palm Desert served as a pilot partner for the program launch in 2020, and has offered the course each year since. The course is 10 weeks and 40+ hours of classroom lectures and fieldtrips. The lead instructor is a UCR Center for Conservation Biology emeritus researcher who volunteers his time and expertise. It is currently the only desert-focused Climate Steward program in the system, and attracts students from throughout southern California. Tuition is \$395, with full and partial scholarships available.

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Graduates complete 40+ hours of volunteer service each year to receive an achievement pin, working a wide-range of projects focused on community education and advocacy. UCR Palm Desert Climate Stewards graduates are a catalyst for public participation in climate change initiatives in the Coachella Valley and beyond.

Student voter registration & voting:

Many students from underrepresented backgrounds identify their path to social change as more likely to be through advocacy than through traditional community service. Thus, there has been increasing emphasis on holistic social change through the Office of Student Life in recent years, with the leadership, advocacy, and community service initiatives all housed together. UC Riverside received a Silver Seal from the All In Campus Democracy Challenge for having a student voting rate of about 69% in the 2020 presidential election. UCR also saw increases according to a report by the National Study of Learning, Voting, and Engagement (November 2022), which tracks college voting numbers. The campus registration rate was 81%, a 12% increase from 2016, while the voting rate of registered students went up 25%.

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?

As anticipated, the application has been much more about the journey than the destination. The advisory and writing group meetings, as well as all the meetings and communication with stakeholders on and off campus, have socialized all of us to the framework of community engagement as mutually beneficial relationships that enhance scholarship and teaching. We have continued to learn about campus strengths, such as our community-engaged research centers, and have also been pleasantly surprised by some areas of community engagement of which we were previously unaware, such as the extensive partnerships in the visual and performing arts, robust student-led initiatives, faculty community-engaged research in all disciplines, and growth in entrepreneurial activity. There has also been a general desire to work across the traditional lines between disciplines and between academic and student affairs.

We enjoyed the process of gathering specific information from community partners to narrow down our eight focus partnerships for Section 4 of the application. It provided an excellent opportunity for all of us to continue learning about “bright spots” in our community engagement efforts across campus. Almost universally, we found partners very willing to join into the effort and provide honest and helpful feedback for both the Carnegie application and our longer-term efforts to build our community engagement infrastructure. We find that while many of the partnerships are strong and innovative, we can grow in our communication efforts. We have also found that we are missing opportunities to leverage these strong partnerships to make connections to UCR courses and greater numbers of UCR students.

The Deans of the schools and colleges were also very willing partners in gathering information on budgets, staffing, research, and curricular community engagement. As we gathered information from department chairs, we found many who are enthused and knowledgeable about community engagement, while others did not see any connection to their work. In many cases, faculty reported a desire for deeper community engagement in their research and courses, and requested more robust support structures, since it requires significant effort to do it well. Fortunately, there is also a desire on the part of the XCITE Center for Teaching and Learning to provide additional training and support.

Part of our learning through the process is that there are some areas that will require more centralization of our

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efforts. There is a need for some better systems (and better utilization of our current systems) to track and assess community engagement research and teaching. We would like to move toward networks in which we are sharing information efficiently, with the potential to lead to deeper, longer-term engagement.

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.

We did not work with a consultant, but we did work closely with other UCs who have applied in the past or are currently applying. We also attended the webinars and had numerous follow-up calls or email exchanges with institutions that do this work well. For example, we have benefited greatly from our interactions with UCLA, IUPUI, Oregon State, University of Wisconsin-Madison, Wichita State, University of Redlands, and Drexel University.

We also appreciated the opportunity to host a multi-campus workshop to do a deep dive into Section 9 of this application. The Carnegie team was excellent about helping us to coordinate timing, promotion, logistics, and the workshop itself. All the participants from the various campuses around Southern California found it extremely helpful. For our internal campus participants, it was an important catalyst for conversation about how to better support and recognize faculty.

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.

We had good engagement from community members on the committee throughout the past year. The strategy of inviting broad participation to the advisory committee (and a small group to the more frequent writing group meetings) served us well. Once we identified the eight partnerships we decided to feature, we found ourselves wishing we would have invited them all onto the advisory committee from the beginning. A couple of them were on the committee, but there were many more who had excellent insight.

We also learned later in the process of talking with department chairs and faculty about the extensive work of Cooperative Extension, which is separate from the University Extension in our case. Conversations with these community engagement professionals were illuminating, and we would have benefited from working with them earlier in the process.

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).

There are several additional centers and offices that are important pieces of our community engagement infrastructure for section 6.1. They include:

- Center for Ideas and Society
- Center for Educational Transformation
- California Agriculture and Food Enterprise
- UCR ARTS
- UCR Latino and Latin American Studies Research Center
- California Center for Native Nations

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Riverside Film Studios
Office of Educational and Community Outreach Programs
Student Life Leadership and Service
Alumni Office, especially for Highlander Day of Service
UCR Botanical Gardens

We also have a valuable new initiative worth adding to this list with some commentary. The Inland Empire Labor and Community Research Center (IELCC) will provide timely and policy-relevant labor research and expand undergraduate education offerings through enrollments in two key labor studies courses, connecting UCR students directly to worker organizations in the region through hands-on and high impact educational opportunities.

There are several additional faculty profiles from section 9.12:

Tanya Nieri is an Associate Professor in the Department of Sociology. Dr. Nieri facilitates the Center for Health Disparities Research Structural Racism Reading Group which discusses published work on structural racism in health, research, academia, and society. While her research blends qualitative and quantitative approaches, one of her signature characteristics is her insistence on bringing elements of a community-based approach to quantitative survey research. A good example is her recently published paper assessing the potential mental health impacts of sanctuary cities on immigrant families and their children (Nieri et al. 2023). Although a purely secondary analysis using econometric strategies to assess potential effects, Nieri engaged members of diverse community groups to reflect on the findings, a process that dramatically altered the interpretation of the results by putting them in a broader context.

Ellen Reese, Labor Studies, Director, Economic Mobility Group, Ellen Reese is Professor of Sociology and Chair of Labor Studies at the University of California, Riverside. Reese's research focuses on gender, race, and class, welfare state development, social movements, poverty, and work. Her research focuses on the rise of, and resistance against rising concentration of corporate power embodied by the Amazon corporation, as well as the distinctive style of capitalism that this corporation has actively promoted. She has published extensively on warehouse and labor economies within the Inland Empire and Southern California specifically.

Rita Kohli, School of Education, investigates structural racism and advancements of racial justice within K-12 schools and teacher education. She facilitates the K-12 Ethnic Studies Speaker Series to support public engagement around current issues such as antiblackness, Ethnic Studies, and Critical Race Theory in schools. Kohli's research and community-engaged programming to advance racial justice has garnered national media attention.

Michael Solis' (School of Education) research on reading interventions is all conducted in applied settings across school districts in California and other states. Dr. Solis' work has contributed to understanding effective reading interventions for adolescents with reading problems including students with reading disability and multilingual learners. All of this work occurs in public schools which facilitates community engaged partnerships.

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.

Our campus has extensive community outreach programs, and they did not always fit neatly into the categories in the application.

The Center for Educational and Community Outreach Programs (housed within Student Affairs) has multiple programs that engage the community and assist K-16 students in reaching their academic goals. The programs

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include the Early Academic Outreach Program (EAOP) funded by the state of California, five federally funded TRIO grants, and the CollegeCorps Program (featured in section 8.4).

As examples of outcomes in these programs, the Early Academic Outreach Program (EAOP) serves more than 1100 students at twenty high schools, and more than 70% of program participants continue to higher education after high school graduation. Upward Bound serves high school students from low-income families and families in which neither parent holds a bachelor's degree. 83% of these students completed a rigorous program of study (courses that make students eligible for college) before graduation, and 86% of them enrolled in an institution of postsecondary education, immediately upon high school graduation.

The UCR Botanic Gardens is another important way that the local region interacts with UCR. UCRBG is 40 acres of publicly accessible botanic collections on campus which feature both local ecosystem families of flora and also geographies such as Australia, Latin America, the Mediterranean Coast, and South Africa. The university sponsors local K-12 student tours and educational activity safaris in collaboration with the Riverside and San Bernardino County Offices of Education. Additionally, the UCR Botanic Gardens make available their facilities for both private community events, as well as sponsored themed walks, brunches, and art events for the local regional communities.

UCR has a long collaborative involvement with the Sherman Indian High School of Riverside. In 2017, the UCR library received a grant from the Council on Library and Information Resources, on behalf of the Sherman Indian Museum, to digitize its more than 13,000 artifacts. A documentary, *These Are Not 'Stories': American Indian Boarding Schools in Southern California*, produced from research by UCR Professor Clifford E. Trafzer, along with the Sherman Indian Museum and the Museum of Riverside, documented the experience of students at the school. Further grants from the Rupert Costo Endowment at UC Riverside funded a book project: *The Indian School on Magnolia Avenue* (Oregon State University Press). This project was done in collaboration with the First People: New Directions in Indigenous Studies, a Mellon Foundation-funded initiative, as part of the ongoing collaborative effort between UCR and Sherman Indian School to capture and make available its 120+ year history in Riverside County.

Since 2015, the College of Natural and Agricultural Sciences Entomology Graduate Student Association and the city of Riverside have hosted a free, family-friendly event in downtown Riverside. The aim is to bring STEM and science education to the Riverside community. Historically, the fair includes up to 15,000 visitors. In partnership with the city of Riverside, entomology students provide tables for dozens of vendors and local businesses in addition to their own lab-oriented research booths at this all-day event.

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

Our campus is working on the APLU Innovation and Economic Prosperity (IEP) Designation in tandem with this Carnegie application. The IEP application is particularly relevant to our campus, since innovation, entrepreneurship, and economic development are important goals for our campus and region. This Carnegie application provided less space for sharing our accomplishments and setting new goals around economic development of the region in collaboration with local partners. We would encourage ACE and APLU to continue collaborating on these synergistic application processes. Thank you for all of your work to support campuses as we go through the application process.

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

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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 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	Conchita Servicios de la Comunidad
Community Partner Contact	Maria Pozar

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Email	pozarconchita@gmail.com
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Partner #2

Community Partner Name	City of Riverside
Community Partner Contact	Miguel Lujano
Email	mlujano@riversideca.gov

Partner #3

Email	ccifuentes@rcoe.us
Community Partner Name	Riverside County Office of Education
Community Partner Contact	Catalina Cifuentes

Partner #4

Email	manderson@rcoe.us
Community Partner Name	Comeback Kids Charter
Community Partner Contact	Malcolm Anderson

Partner #5

Email	step.stem@gmail.com
Community Partner Name	Science and Technology Education Partnership (STEP)
Community Partner Contact	Debra Johnson

Partner #6

Email	aguzy@riversideunified.org
Community Partner Name	Riverside Unified School District Visual and Performing Arts

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Community Partner Contact	Annemarie Guzy
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Partner #7

Community Partner Name	California State Parks
Email	blythe.wilson@parks.ca.gov
Community Partner Contact	Blythe Wilson

Partner #8

Community Partner Contact	Alex Avila
Email	alex.avila4e@gmail.com
Community Partner Name	Multicultural Collaborative

Partner #9

Email	syild001@ucr.edu
Community Partner Name	Human Migration Institute
Community Partner Contact	Selin Yildiz Nielsen

Partner #10

Community Partner Contact	Jennifer O'Farrell
Email	jofarrell@iebig.org
Community Partner Name	Big Brothers Big Sisters Inland Empire

Partner #11

Community Partner Name	Growing Inland Achievement
Email	annmarie@inlandempiregia.org

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Community Partner Contact	Ann Marie Sakrekoff
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Partner #12

Community Partner Name	Riverside Community College District
Community Partner Contact	Debra Mustain
Email	debra.mustain@rccd.edu

Partner #13

Community Partner Name	California Air Resources Board
Community Partner Contact	Natalie Castaneda
Email	natalie.castaneda@arb.ca.gov

Partner #14

Community Partner Name	Greater Riverside Chambers of Commerce
Community Partner Contact	Nicholas Adcock
Email	nadcock@riverside-chamber.com

Partner #15

Community Partner Name	BLU Educational Foundation
Community Partner Contact	Dina Walker
Email	dwalker@bluedfoundation.org