

UW Bothell Carnegie Classification for Community Engagement First-Time Application April 15, 2019

UW Bothell submitted the following application responses on April 15, 2019 for consideration of the 2020 Carnegie Classification.



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Carnegie Classification

The Carnegie Foundation's Classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus.

The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. In this way, it is similar to an accreditation process of self-study. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution.

<https://www.brown.edu/swearer/carnegie>

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 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.

I. Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus.

The University of Washington (UW) was founded in 1861 on what was then the outskirts of Seattle, in the territory of Washington, and on the traditional homelands of the indigenous Coastal Salish peoples. UW now spans three campuses in the Cities of Seattle, Bothell, and Tacoma.

The UW Bothell campus was founded in 1990 by the Washington State Legislature to increase access to upper-division baccalaureate and graduate education for state residents. By expanding educational opportunities for local students, the goal was to further develop the region through community and business partnerships designed to support regional economic and social well-being. Currently, 87% of UW Bothell alumni remain in the region.

In 2005, the state legislature expanded the mission to include lower-division and post-masters curricula. By 2006, the university's first year as a comprehensive institution, the undergraduate headcount was 1,324. By fall 2018, it grew to 5,989 (5,411 undergraduates and 578 graduate students).

UW Bothell is co-located with Cascadia College on the site of the historical 127-acre Truly Farm, originally Coast Salish lands. Sustainability and ecological preservation are ongoing priorities. With the construction of campus, UW Bothell and Cascadia committed to the restoration of the North Creek Stream and surrounding wetlands, which encompass 58 acres of campus property. The 25-year wetland restoration is a continuing success and has developed into a regionally-valuable resource for K-12 students, college students, and researchers.

The current student population demonstrates the fulfillment of the founding mandate to serve local residents. Approximately 84% of students come from King (57%) and Snohomish (27%), the two counties comprising the City of Bothell. An estimated 95% commute to campus.

Student composition is significantly more diverse than the region as a whole. More than 20% of undergraduates are underrepresented minority (URM) students. Half of incoming, first-year students and 39% of incoming transfers are first-generation students earning four-year degrees. Additionally, more than 300 students qualify for veterans' benefits.

The university also serves students from financially-diverse backgrounds. An estimated 40% of incoming, first-year students and 33% of incoming transfers are eligible for Federal Pell Grants.

One-year retention rates for full-time students who started in Autumn 2017 are high. Notable successes include: 85.3% one-year retention rate for URM students; 87.8% for first-generation students; 88.2% for Pell Grant-eligible students. Successes are largely attributable to the strategic implementation of high-impact teaching practices across the curriculum and co-curriculum.

UW Bothell's mission is grounded in community engagement and the commitment to increase regional access to higher education, maximize equity and inclusion, support student success, and foster sustainability. Community engagement is closely linked to diversity and sustainability initiatives. The university is dedicated to continuing development of the precise mechanisms which foster such

linkages.

As UW Bothell approaches the 30-year anniversary of its founding, it marks an evolution from emergent to strategic community engagement. The Carnegie application reflects the foundation of partnerships, internal infrastructure, and stories that support UW Bothell's community engagement.

B. Community:

Provide a description of 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 fits the culture and history of the community(ies).

UW Bothell is located in the City of Bothell. The campus borders King County, which is predominantly urban and includes the City of Seattle, and Snohomish County, an urban-rural region. Since the campus was founded in 1990, both counties have significantly grown and diversified economically and demographically.

The growth has yielded many benefits, but has also strained many of the region's public institutions including higher education. UW Bothell remains dedicated to meeting evolving needs and maximizing the advantages of growth.

The region's economic profile is diverse with an emphasis on technology, especially e-commerce, information, and software development. Other significant economic drivers include: aerospace manufacturing, biotechnology, education, engineering, healthcare, outdoor recreation, sea/port transportation, and tourism. Specifically, King and Snohomish Counties are home to internationally-recognized employers such as Amazon, Boeing, Costco, Microsoft, and Swedish Health Services.

The advantage of the region's expanding economy is the increased demand for post-secondary educational opportunities to fulfill demand for a highly-skilled workforce. UW Bothell is dedicated to meeting those needs while also addressing the challenges that arise.

Rapid development has increased cost-of living and housing costs. This has contributed to gentrification and increased regional homelessness.

The majority of UW Bothell students live in cities within King and Snohomish Counties. The demographics of those cities often sharply contrast in terms of socioeconomic characteristics and widening wealth disparities. For example, the Cities of Everett, Lynnwood, and Seattle have relatively high percentages of residents living in poverty (16.3%, 14.4%, and 11.1% respectively). In comparison, the City of Bothell's poverty rate is 5.9%.

The region's racial and ethnic diversity are also increasing. In the decade following UW Bothell's founding, the population of persons of color in Snohomish County increased 168% and continues to grow. King County has likewise experienced an overall increase. However, certain areas within both counties remain relatively homogenous. Seattle has remained 66% non-Hispanic white. Other areas adjacent to UW Bothell also remain predominantly non-Hispanic white, such as the Cities of Brier and Woodinville at 81% and the City of Bothell at 66.8%

This racial and socioeconomic diversity of UW Bothell's student body in relation to the surrounding cities shapes the environment for community engagement. The university encourages students to engage in the areas in which they live, work, and attend school, which can represent vastly different or similar racial and socioeconomic spaces. The variability of student experiences

motivates UW Bothell to be particularly aware of partnership strategies that embrace equity and diversity.

UW Bothell is uniquely positioned to address the opportunities and challenges that arise from the region's economic growth, including demands for highly-skilled workers in the context of increasing income and wealth inequality. The university remains committed to contributing to the just and sustainable development of the region and providing students with pathways to employment and leadership.

II. Foundational Indicators

A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

The University of Washington Board of Regents is the university's governing body. The board of regents outlines UW's role and mission in Regent Policy No. 5. It states that as an "integral part of a large and diverse community, the university seeks broad representation of and encourages sustained participation in the community by its students, its faculty, and its staff."

UW Bothell articulates its commitment to community engagement in UW Bothell's mission and vision statements along with the declaration of core values. The mission includes to "foster productive relationships with the employment community and promote a strong public service commitment."

UW Bothell's vision statement further articulates the commitment: "The University of Washington Bothell will be a transformational learning community. We will serve as a catalyst to enhance the quality of life throughout our region. Our culture of learning, committed to disciplined inquiry and responsible service, will be woven into our organizational and operational life. We will be noted for discipline-bridging scholarship, valued in the community, and respected in the academy."

UW Bothell's core values state the goals and desired outcomes of community engagement work:

1. Transformational Education: It is our goal to foster a passion for life-long learning, intellectual engagement, and respectful appreciation for others' perspectives."
2. Engaged Scholarship: Our scholarship contributes to our region's dynamic economy and enhances the lives of its people. Awareness of and involvement in our community keeps us open, responsive, and responsible.
3. Inclusive Culture: Our diverse community promotes understanding and collaboration across disciplines, cultures, and beliefs. All students, staff, and faculty are both learners and teachers mutually engaged in a collective effort.

Additionally, UW Bothell's five schools emphasize the value of community engagement in their individual missions, visions, and core values:

1. School of Business statement of values: Commitment to collaboration by "valuing partnerships with all levels of the academic and business communities to promote holistic business education and research that advances the public good."
2. School of Educational Studies mission: "Collaborate with local and global communities in examining and responding to educational challenges."
3. School of Interdisciplinary Arts & Sciences goals: "Build and sustain partnerships with individuals, communities, and organizations that seek the socially-just and environmentally-sustainable

development of the region and can help students link classroom learning to their career and life ambitions. Enhance our ability to build an institution that is responsive to the needs, demands, and capacities of diverse student populations and community groups, both locally and globally."

4. School of Nursing & Health Studies mission and vision: "Support and improve the health of diverse communities through excellence and innovation in education, scholarship, leadership and service," and "a social justice approach to health literacy requires the critical thinking, writing and community engagement skills that are central to the mission of UW Bothell."
5. School of Science, Technology, Engineering and Mathematics core values encompass: "Collaboration across disciplines and among students, faculty, staff, and community partners."

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

UW Bothell formally recognizes community engagement through numerous campus-wide awards and celebrations.

Community Partner Recognition Luncheon:

The Office of Community Based Learning and Research (CBLR) hosts an annual celebration to recognize community agencies who partnered with UW Bothell over the previous year. Special recognition is given to those who have partnered with UW Bothell for five years. The event is attended by 150 individuals representing community partners, faculty, staff, and students. The event highlights the stories of the university's community collaborations.

School of Nursing & Health Studies (SNHS) Outstanding Community Partner Award:

Each year an SNHS community partner is recognized for advancing the school's vision for creating mutually beneficial partnerships in service to the health of its communities. The honoree promotes the school's values of diversity, social justice, and interdisciplinary work in addition to providing real-world learning experiences that supports the school's faculty and students.

School of Interdisciplinary Arts & Sciences (IAS) Outstanding Community Partner Award: Each year an IAS community partner is recognized for advancing IAS values of equity, inclusion, and social justice. The honoree is acknowledged for linking student learning and/or faculty scholarship to real-life experiences that positively impact the region and globe.

Office of Alumni Services Distinguished Alumni Award:

A UW Bothell alumna/alumnus is honored annually for distinguished professional achievement and/or community service.

School of Interdisciplinary Arts & Sciences Hall of Alumni Excellence:

Alumni, at varying stages of their careers, are recognized for demonstrating equity and inclusion in their work and lives. Recipients range from established or emerging leaders in their fields, policy-changing public servants, and devoted mentors.

Division of Student Affairs Outstanding Contribution to Community Service Student Award:

A UW Bothell student is selected annually who demonstrates a commitment to serving others in the community at large. Award recipients are recognized for making significant contributions to an on- or off-campus organization. They provide either program oversight or direct assistance to individuals in need or to the operations of a service or community agency.

Division of Student Affairs Outstanding Contribution to Social Justice and Diversity Award:

An individual student is yearly awarded for contributions to social justice, peace, civil rights, education, public health, or environmental justice. Recipients demonstrate a commitment to social justice by challenging social inequities and making significant contributions to under-represented and/or disadvantaged communities. Their achievements indicate ongoing work which will significantly improve the lives of others.

Husky 100 Award:

The award recognizes 100 UW undergraduate and graduate students from the Bothell, Seattle and Tacoma campuses. Students from all areas of study are eligible. Recent UW Bothell recipients of this prestigious award have been recognized for their community-engaged work with local companies and organizations.

Washington Campus Compact (WACC) Presidents' Civic Leadership Award:

As a WACC member institution, two students per year are selected by the Chancellor for their exceptional leadership and commitment to addressing a critical issue on campus or beyond.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

In 2017, the Community Engagement (CE) Council Assessment Working Group coordinated with the director of community engagement to create community impact assessment metrics relevant to the community engagement mission (described in II.C.3.1). In summer 2018, the Office of Community-Based Learning and Research (CBLR) administered the Community Impact Survey to community partners who collaborate with faculty and students through CBLR courses. The survey consists of 18 questions focused on the following themes: reciprocity, benefits experienced through partnership with UW Bothell, challenges to partnership with UW Bothell, partnership's impact on capacity (general, internal, and external), and partnership impact on students.

The survey consists of summative scale and open-ended questions. The responses inform the university's understanding of how the community perceives UW Bothell's engagement with community organizations through CBLR course collaboration. The Office of CBLR is accountable to managing the assessment process. Moving forward, the plan is to administer the survey annually.

The survey was developed through analysis of community partner focus groups. In spring 2018, UW Bothell recruited community partners representing a range of sectors from for-profit to non-profit partners, K-16 education, and government agencies. Twenty community partners participated in five sessions of two-hour focus groups. Participants were asked a total of seven questions exploring five

broad areas: benefits and challenges of engaging with UW Bothell, impact of engagement on general capacity, internal capacity and external capacity.

The resulting data was analyzed and informed the creation of a draft survey. It was sent to five community partners who attended the focus groups. The partners contributed feedback regarding language choice, clarity, purpose of particular questions, and feedback on frequency of administration.

The Community Impact Survey is a step toward establishing a more systematic approach in capturing community perceptions. In its current form, the survey primarily collects the perspectives of partners who collaborate with UW Bothell through CBLR courses. The target audience focuses on the university's partners who work for community entities, companies, organizations, and schools, but this audience is limited in assessing the general community's perception of UW Bothell's outreach and engagement.

Future iterations will endeavor to broaden the scope of community perception. The survey's next cycle will expand to include feedback from Career Services' employment partners, school-level advisory board members, and faculty research partners.

The UW Bothell/Cascadia College Campus Master Plan is an example of a successful, short-term project that invited feedback from the wider community regarding the university's outreach and engagement.

New demographics were actively engaged using a wide variety of communications vehicles. Digital methods included email, social media and a project website. Over the course of 18 months, the campus engaged in 17 community meetings to gather input regarding campus development. This is an example of efforts yielding concrete results. Based on community feedback, the buffer zone between the campus property line and adjacent residential properties was increased from 30 to 50 feet.

In both general and specific terms, UW Bothell continues to develop and refine mechanisms for systemic assessment of community perceptions of the institution's engagement with the community.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

The faculty Assessment Working Group recently analyzed the Community Impact Survey data, and the university is in the beginning stages of disseminating the data for use (outcome level findings described in II.F.4.3).

The Office of Community Based Learning and Research (CBLR) reported the results from the Community Impact Survey in its 2017-18 CBLR Annual Report. In addition, UW Bothell's Office of Marketing and Communications shared the data in the winter/spring 2019 issue of UW Bothell magazine in a story entitled, "Assessing Our Community Engagement Impact." UW Bothell's magazine readership includes alumni, community partners and organizations, donors, and the general public.

The Community Engagement (CE) Council and Office of CBLR are internally using the data to develop benchmarks of success. For example, 50% of community partners stated in their survey responses that "yes, definitely" their partnership with UW Bothell addressed critical social issues. The CE Council is tasked with deciding whether a 50% satisfactory response is sufficient or if the desired target for next year's partnership survey should be 60% or higher. If improvement is deemed necessary, the council will develop strategies to improve outcomes in areas where the current reported data are below

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benchmarks.

The Office of CBLR is actively compiling a Community Engagement Assessment Report to be provided to participating community partners, faculty, and students in spring 2019. The report includes data regarding partner perceptions of UW Bothell's community engagement. It also presents participant responses overviewing the strengths and limitations of partnering with UW Bothell.

The report concludes with proposals of how UW Bothell can address perceived limitations as indicated in the partner feedback and whether those changes can be achieved within a year's time. If not, it is clearly stated why that timeframe is unworkable.

The above demonstrates UW Bothell's active commitment in not only aggregating and assessing community engagement data, but taking the next steps of sharing it internally and with the general public to ensure continued input and improvement.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

The ultimate expression of UW's brand is that the university and its various constituents work "together undaunted for a world of good." The brand framework that supports that community promise is built on four foundational pillars, one of which is the guiding philosophy that the university's work must always focus on serving the community. As a public institution of higher education, UW works for and with the community. The university promotes stories of community engagement through marketing and communications outreach, messaging, and publications.

UW Bothell's Community Engagement website highlights community engagement events, activities, and opportunities. In addition, the university produces a two-page flyer, available online and in print, entitled "Connecting People with Projects at UW Bothell." It summarizes the many ways in which community organizations can engage with UW Bothell. It is often used during introductory discussions with local organizations.

UW Bothell's Viewbook, produced for the Division of Enrollment Management, is a centerpiece of undergraduate recruitment efforts. Viewbook includes a "You Can Make a Difference" section that invites students to think about community engagement as an integral part of their education. It states, "UW Bothell students don't wait until after graduation to work on making the world a better place. With the support of faculty, staff, and your peers, you will be challenged to take information you learn in the classroom and put it into action."

UW Bothell magazine, produced by the Division of Advancement & External Relations (AER), regularly focuses on community engagement as a defining characteristic of the university. The fall/winter 2017 issue included a feature entitled, "Creating Regional Connections – Alumni Leaders Serve Vital Role as Liaisons in Building Community." It profiled alumni who serve as on-site leaders for UW Bothell community-based learning projects.

UW Bothell-produced news articles spotlight community engagement efforts and are regularly

promoted on the university's website. For example, an August 2018 article, "Students Ask: Ready for a Disaster," detailed a partnership with the City of Bothell Emergency Preparedness Department (described in III.E2.).

Community Engagement is a highlighted theme that visitors are invited to search when learning more about UW Bothell online. Community Engagement is also an online search category used by AER staff to track coverage of this important topic.

In addition to campus-wide efforts, each of UW Bothell's five schools individually maintains a website and/or newsletter highlighting the importance of community engagement. The School of Interdisciplinary Arts & Sciences (IAS) offers an online newsletter, *Intersections*. In the fall 2018 edition, the IAS dean wrote:

"In IAS, we talk a lot about how UW Bothell can contribute to the sustainable and just development of the region where it is located. This aspiration is sometimes captured in the term 'anchor institution,' which refers to institutions that intentionally partner with other community organizations and individuals to build public services and capacity across a region. In this edition of *Intersections*, we focus on three stories that demonstrate what this aspiration can mean in practice."

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

UW Bothell executive leaders are deeply committed to community engagement as an institutional priority and share this message explicitly and broadly.

Chancellor Bjong Wolf Yeigh consistently reinforces and promotes community engagement during quarterly town hall meetings with the campus community, at Community Engagement Council meetings, in published editorials, and in remarks made during community events. The chancellor has also been an active member of the Imagining America Presidents Council, demonstrating a visible commitment to the national community engagement conversation.

In the spring/summer 2018 issue of UW Bothell magazine, the chancellor lauded each school's community engagement initiatives:

"UW Bothell has long held the position that we are here to engage with the communities we serve. Some collaborations have included the operations management certificate with the Muckleshoot Indian Tribe (with School of Business), sensor and diagnostic devices created with Olympus Corp. (with School of STEM), a writing center with Voyager Middle School (with School of Educational Studies), a course with the Monroe Correctional Complex (with School of Interdisciplinary Arts & Sciences) and the Global Health Promotion program in Guatemala (with School of Nursing & Health Studies). Our outstanding faculty members, who regularly make their expertise known in academia, impact communities by leading hands-on learning experiences throughout the region."

In the winter 2017 UW Bothell magazine, the chancellor wrote about the deeper purpose of UW Bothell's commitment to community engagement and the high-impact experiences it offers students:

"Today, UW Bothell students learn best through experiences. What sets a UW Bothell education apart — and what makes our graduates most valued as employees and contributors to society — is the deeply engaged ways students interact with each other, the faculty, the community and the world around them. When students can participate in collaborative research, industry capstones and internships, study abroad and other global initiatives, community-based learning projects at home and across the globe, they put instruction into practice even before they graduate."

In 2016, UW Bothell hosted the WA Campus Compact Annual Membership and Network meeting, "Advancing Equity and Inclusion at the Core of Community Engagement." In her opening remarks, UW Bothell's then-vice chancellor for academic affairs, Susan Jeffords, reiterated ways in which UW Bothell operationalizes the commitment to community engagement and diversity:

"We are actively working to integrate diversity, equity, and inclusion and community engagement through how we aim to have our Diversity Council and Community Engagement Council work together... as we work towards this integration in our faculty promotion and tenure ... and as we think about our student activism and engagement on campus and in the local community."

UW President Ana Mari Cauce made community engagement a key point in a spring 2018 public address: "What I can and will do is try to set an example in my own role as president and to celebrate the efforts of others, saying loud and clearly that I value public scholarship, community partnerships and community and professional service. They are essential to the health of our university and our public mission."

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

In 2008, UW Bothell put forth its "21st Century Campus Initiative" strategic plan. It identified seven strategic priorities: student-centered, growth, resourcefulness, diversity, innovation, sustainability and community.

The focus on "community" was defined by a series of goal statements:

1. Build the UW Bothell community by fostering lifelong learning and alumni outreach.
2. Broaden our impact to encompass diverse local, regional, statewide, and global communities.
3. Enhance research activities focused on local through global issues.
4. Promote undergraduate and graduate involvement in service- and community-based learning and research.
5. Develop productive relationships with the employment community.
6. Build on UW Bothell's reputation by demonstrating our distinctiveness and telling our story.

UW Bothell's interpretation of "community" and related statements has evolved with the process of operationalizing and implementing the plan. In 2013, for example, UW Bothell adopted a Community Engagement Mission Statement aligned with the Carnegie Foundation's definition for community engagement:

"As a regionally accountable public university, the UW Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and

prosperity of the North Puget Sound and Washington State. Through a wide network, our diverse students, faculty, staff and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national and global challenges."

Following the UW Bothell Community Engagement Mission Statement, UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the advancement of teaching:

"The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

In 2014, UW Bothell introduced the "3 Cs" framework. They are practices that make UW Bothell distinctive and represent the hows and whats of the university's strategic priorities. All three prioritize community engagement:

1. **Community Engagement:** Involves collaboration among institutions of higher education and their larger communities (regional or global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
2. **Cross-Disciplinarity:** Emphasize research and teaching that cuts across disciplinary boundaries. The local and global challenges require skilled problem identification and complex solutions that encompass multiple perspectives and areas of expertise.
3. **Connected Learning:** High-impact relationships that contribute to innovative and influential teaching, learning, and research- connected learning that builds greater capacities for students, staff, and faculty to connect theory to practice, exercise adaptive leadership skills across novel settings, and embrace the multiple contexts we all bring to our work.

UW Bothell is currently developing its next 3-5-year strategic plan that is due to launch in 2020.

D. Institutional - Community Relations:

D.1 Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community’s voice is integrated into institutional or departmental planning for community.

Community voice is important in both institutional- and departmental-level planning for community engagement.

At the institutional level:

The chancellor’s Community Engagement (CE) Council advises and assists in advancing UW Bothell’s CE Mission and community engagement in strategic planning. The council is comprised of community partners, students, faculty, and staff that work to recommend and conduct improvement efforts for community engagement. Six community partners are on the council and represent a range of sectors and community voices. Over the past two years, the partners on the council helped shape the creation of a new CE website and a two-page flyer that help community partners connect with the multiple CE opportunities at UW Bothell. Most recently, partners contributed their feedback and priorities that will feed into UW Bothell’s new strategic plan due to launch in 2020.

School advisory boards:

Each school has an advisory board through which community members provide feedback about synergies and collaboration opportunities between the schools and the community. For example, members of the School of Interdisciplinary Arts & Sciences’ (IAS) Dean’s Advisory Board advocate for diversity, inclusion, and equity, both in higher education and in community and industrial sectors. For example, the board helped raise funds to eliminate financial obstacles to students participating in engaged learning in the community. Members also serve as partners in developing initiatives with regional organizations such as the Seattle Public Library.

Within schools, community voice is frequently integrated into the development of programming.

1. The School of Business offers a degree in supply chain management. During its development, the school conducted interviews with industry partners to understand necessary skills and tools, and confirm students would be competitive in hiring. The curriculum was then iterated with the partner, Boeing supply chain members, to ensure learning goals and approaches were in alignment.
2. The School of Nursing & Health Studies offers a health education and promotion minor designed to feature problem-based learning with community partners and addressing regional challenges. During its development, community partners were invited to review and provide feedback about the program and how the partners and faculty could co-create high-impact, transformational learning that benefits the community and partnering organizations. For the minor, partners are present at the beginning of classes, provide input in the middle of coursework, and serve as panelists to provide feedback at the end of these courses.
3. IAS offers an earth systems degree. During its development, the school formed the Program Advisory Working Group in collaboration with external professionals. The group provided project ideas and partnerships for the senior-year capstone that is built around community-engagement experiences. The group’s insights about the need for fieldwork prompted faculty to identify and integrate courses that have a significant fieldwork component. The partners suggested that “early in the curriculum students

should explore different avenues of earth science to be able to effectively design their path through the major.” This eventually led to a new series of introductory earth system science courses at the lower-division 200 rather than 300 level.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

A network of offices support and advance community engagement (CE) at UW Bothell. At the center is the CE Council and Office of Community-Based Learning and Research (CBLR). The following offices engage according to their mission: Global Initiatives Office, Career Services, Government & Community Relations Office, Office of Research, and the Division of Advancement & External Relations. These offices work with community partners and faculty who collaborate with multiple offices simultaneously. The Office of CBLR, Global Initiatives Office, and Career Services are located in the Student Success Center. This creates a strong informal collaboration between referring partners, students, and faculty.

The Office of CBLR was founded in 2009 and is staffed by a director of community engagement, CBLR program manager, and Achieving Community Transformation (ACT) advisor. The Office of CBLR manages the coordination of community partners, faculty, students in CBLR courses. It oversees CBLR faculty development programs, outreach and partnership development with external community partners, plus co-curricular civic engagement and service experiences for students.

The Global Initiatives (GI) Office is led by the director of global initiatives. The GI Office is responsible for developing and implementing an internationalization strategy for UW Bothell. This includes locally-based global engagement and managing institutional partnerships worldwide.

Career Services is staffed by seven employees. Two career specialists support students in finding community-engaged internships. A single manager of employer relations and 50% of the director’s role is focused on building external relationships with employers. Career Services empowers UW Bothell students to explore academic pursuits, career interests, development effective job-search skills, and connect with employment opportunities.

The Office of Research is staffed by six employees. The executive director of research strategy for broad impact supports faculty and community partners seeking broad impact research collaborations and grants. The Office of Research supports faculty, students, and community partners to advance their research agendas and maximize community impact.

The Division of Advancement and External Relations (AER) is staffed by more than 24 employees with teams dedicated to alumni relations, development, marketing and communications. AER aims to build sustained and mutually beneficial relationships that advance the university, its faculty, students, alumni, staff, and partners. The AER team helps support the schools’ advisory boards, which involve alumni, regional community partners, UW Bothell’s Advisory Board and Alumni Council.

The Government & Community Relations Office is staffed by an assistant vice chancellor and assistant

director. The team develops collaborative partnerships with businesses, municipal and economic development agencies, plus city and civic organizations. The office helps administer the Campus Master Plan. It also keeps the broader UW Bothell community abreast of legislative matters.

Each of these units has a representative on the CE Council, founded in 2016, with the central purpose to advise and assist UW Bothell in advancing its CE Mission. The council reports to the chancellor and is chaired by a senior faculty member and executive team. The director of community engagement leads implementation of strategies identified by the CE Council, including CE assessment, broad partnership development, faculty rewards and development.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The annual operating budget for the Office of Community-Based Learning and Research (CBLR) totals \$244,000. These funds support the salaries and benefits of professional staff and students, CBLR Faculty Fellows stipends, and general operations of the Office. Salaries represent permanent funds, but operations are soft funds. Student Services and Activities Fees in the amount of \$75,000 are yearly allocated by a student governing board to fiscally support the Achieving Community Transformation (ACT) student leader's salary and an 0.6 FTE ACT staff advisor. ACT falls under the Office of CBLR.

The Community Engagement Council is allocated \$12,500 per year on soft funding. These funds support community partner council member stipends, council committee work, general council operations, and site visits to regional higher education institutions to learn about best practices in community engagement.

Other campus community and engagement work, including Global Initiatives, Career Services, Office of Research, Alumni Relations and Advancement, and Government & Community Relations Office, have combined annual academic year salary and benefits, and operating budgets of no less than \$2,600,000.

The School of Educational Studies has two full-time professional staff who support community engagement relationships with K-12 schools for field placements (salaries and benefits equate to \$147,000). The School of Nursing & Health Studies (SNHS) has two faculty who are allocated stipends for community partnership development for SNHS courses (combined salaries and benefits equate to \$8,500). The two SNHS faculty work closely with the Office of CBLR around partnership coordination.

Based on the above, permanent financial resources that are institutionally committed to community engagement on an annual basis totals \$2,476,000. In the past year, the institution committed soft financial resources to community engagement in the amount of \$611,500. Combined permanent and soft funding for community engagement came to a total of \$3,087,500 for the 2017-2018 academic year. This is approximately 4% of the \$80 million annual operating budget for campus.

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

E.3.1 Describe specific external funding:

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

As a research institution, UW Bothell attracts awards and funding that directly benefit community engagement and support collaborations to address community-identified issues. Within the past three years, the following grants were awarded to UW Bothell in support of community engagement research and collaborations with various partners.

Goodlad Institute for Educational Renewal (described in III.E.1.1.) grants:

1. 2017-2023: National Science Foundation, Advancing Informal Science Learning, Collaborative research: Advancing professional development and broadening participation in informal science learning via the integration of the science and art of color. Role: Co-PI. \$1.2 million.
2. 2017-2023: National Science Foundation, Advancing Informal Science Learning, Learning in Places: Field Based Science in Early Childhood Education. Role: Co-PI. \$2.9 million.
3. 2015-2019: National Science Foundation, Advancing Informal Science Learning, Robotics Backpacks for Family Learning: Transforming science center-library partnerships to support family engineering learning. Role: PI. Co-PIs from University of Washington Seattle, Pacific Science Center, Public Libraries. \$2.4 million.

The State of Washington Professional Educator Standards Board:

Diversifying Pathways, a collaborative between UW Bothell, Everett Community College, Everett School District, and Marysville School District (described in III.E2.), received \$177,000 through the Recruiting Washington Teachers - Bilingual Educators Initiative, to support the recruitment and aspiration of underrepresented high school students into education professions.

US Department of Agriculture:

UW Bothell faculty was granted \$29,710 to assess food and nutrition needs within the region. In alignment with the findings from the needs assessment, community-engaged projects and educational programming will be developed.

Pacific Northwest Agriculture and Health Safety:

UW Bothell faculty was granted \$20,000 to create anti-sexual harassment training for the agricultural sector based on community-based participatory research. The grant funded focus groups comprised of Washington State Latina farmworkers to learn more about their experiences in the fields and on the farms. The research generated topics for training and better understand social ecological factors that impact worker safety. It also led to the formation of the WA Coalition to Prevent Sexual Harassment in Ag.

Korean Women's Association:

UW Bothell faculty received \$5,400 to support the development and implementation of a culturally and linguistically appropriate community program to educate and encourage healthy eating and nutrition for adults 55 years and older with limited English proficiency.

St. Edward State Park Environmental Education & Research Center:

The proposed St. Edward Park Environmental Education & Research Center (EERC) \$75,000 planning grant is a joint project of Washington State Parks and UW Bothell. In addition to public outreach, the grant supports research of various models of environmental education centers. Through the planning process, the goal is for the St. Edward State Park EERC to serve as a regional environmental research and education hub that will provide field learning and environmental research opportunities to K-12 students, local colleges, neighboring communities and park visitors. Local communities were introduced to the proposed St. Edward State Park EERC through a series of public meetings. Public input was collected for the planning for the learning center and community members were invited to be a part of the envisioning and planning processes.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

Serving the public is central to the university's culture of fundraising. Community engagement is built into the fund-raising case statements of each UW Bothell school.

The School of Nursing & Health Studies (SNHS) case statement was revised in 2018 with a strong commitment to reciprocal partnerships:

"By giving to the UW Bothell SNHS today...you help us create and sustain valuable community partnerships which not only serve the needs of our students and faculty, but help us to improve health and well-being for many people living in our region - you become a partner with us as we work to strengthen the health of diverse communities in our region through research, leadership and advocacy."

Gifts from alumni, faculty, and community organizations have increased since highlighting the community engagement component of SNHS's goal. Gifts have been given to support students who are civically engaged in their communities through academic scholarship, and to support the SNHS Outstanding Community Partner reception.

The School of Interdisciplinary Arts and Sciences (IAS) case statement has a strong commitment to experiential education:

"All IAS degrees and courses are grounded in the belief that practice should be a central element of learning. Experiential learning in this context does more than supplement classroom instruction. It provides the core of the interdisciplinary, problem-based educational philosophy of IAS and its faculty."

The IAS Graduate Community-Engagement Funds, \$200-\$300 per project, is an example of IAS's dedication to community-engaged fundraising which supports graduate students in undertaking public-facing research, education, and engagement activities in partnership with a community organization or site and to develop partnerships that advance the principles and practices of diversity.

There are also many corporate partnerships and sponsorships that support community engagement efforts:

1. Avanade, a global internet technology company, provides 11 scholarships to UW Bothell female-identifying STEM students. It is currently a five-year and \$325,000 commitment. Scholarships are coupled with internships and mentoring. It is an example of mutually-beneficial relationship in that it also provides Avanade the opportunity to recruit students and address the company's goals to actively diversify its workforce.
2. Coca-Cola First Generation Scholars Program supports a \$10,000 scholarship to 11 UW Bothell students. Students choose to participate in a research project, internship, volunteer to speak at a local high school, or a community-based learning activity. Over a three-year period, Coca-Cola funding totals \$330,000.
3. Alaska Airlines gifted UW Bothell's Career Services \$30,000 for 10 years. The funds are used to build capacity for the career services staff who are directly engaged in community engagement outreach with employer partners, and extend programming for students.

UW Bothell's Advancement team and Health and Wellness Resource Center (HaWRC) developed a partnership with United Way of King County that developed into United Way agreeing to fund a Benefits HUB at UW Bothell (described in III E.1). United Way supports a full-time AmeriCorps member, valued at \$10,500 with no matching UW Bothell institutional funds. It also includes \$40,000 in emergency student funding. i.e., laptop replacement, car repairs.

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

UW Bothell, in partnership with the City of Bothell, invested \$500,000 over the past 10 years to engage and support local communities in addressing critical transit, transportation, environmental, and sustainability challenges under the auspices of its Campus Master Planning process. The plan addresses educational, building, parking, and housing needs along with environmental impacts. It also directs how the campus will change over time, and provides valuable information for the City of Bothell to use in its growth assessment and planning.

The collaboration between UW Bothell, Cascadia College, and City of Bothell to address regional transportation needs includes increasing transit service through Sound Transit, King County Transit and Snohomish County's Community Transit. It also addresses increasing capacity on Interstate 405, a regional and key transportation corridor that directly borders UW Bothell's property. Additionally, UW Bothell recently partnered with the City of Bothell to improve pedestrian safety on nearby roads by jointly funding a crosswalk.

UW Bothell invests \$183,000 (staffing, trees, contracts, equipment) annually to engage the local community in the preservation and maintenance of the North Creek Wetlands. Located on UW Bothell's campus, the wetlands have become a regionally-valuable educational resource for K-12 children, college students and professionals. Many UW Bothell classes use the wetlands as a living laboratory and classes from other colleges and K-12 schools regularly visit. Additionally, the site is used for professional training of wetland mitigation regulators so they can explore a highly successful restoration. UW Bothell engages the public by hosting wetland tours and providing opportunities for the public to volunteer and work alongside researchers, UW Bothell students and staff.

Crow Watch 2018 is a recent example of wetlands-related public outreach. The event was co-hosted by UW Bothell, Cascadia College, Eastside Audubon Society, 21 Acres, and the City of Bothell. Attendees watched the phenomenon of thousands of crows flying to campus before roosting in the wetlands and listened to presentations by UW Bothell researchers and Tulalip Tribe storytellers .

UW Bothell annually dedicates \$50,000 through internal budgetary to support regional community development. The funds support UW Bothell's local memberships and sponsorships with Bellevue, Kirkland, and Woodinville Chambers of Commerce, Life Sciences WA, and the Innovation Zone for Biomedical Manufacturing.

UW Bothell is a member of the Economic Alliance of Snohomish County (EASC), with numerous members serving on the EASC Board of Directors and EASC Advocacy Board. EASC is a nonprofit that serves as a combined economic development organization and countywide chamber of commerce. EASC is a catalyst for economic vitality resulting in stronger communities, increased job creation, expanded educational opportunities, and improved infrastructure.

UW Bothell and EASC enjoy a mutually beneficial relationship. The university supports the needs of business, such as job creation, by providing higher education that yields highly-skilled workers. In turn, EASC helps UW Bothell connect with local businesses and individuals who create opportunities for students in the form of internships, capstone projects, and jobs. EASC also advocates for additional funding to expand UW Bothell's academic programming and classroom spaces.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

Regent Policy No. 16 is a Statement of Business Equity that encourages the provision of the maximum practicable, legally allowable contracting and procurement opportunities to a diverse supplier pool that includes local, small, minority- and women-owned businesses. Its purpose also is to ensure that inclusiveness and equity of opportunity guide all University of Washington business practices.

This policy applies to all three UW campuses, across all schools, colleges and administrative units. In addition, UW Bothell operates the Supplier Diversity Program (SDP). It is a student-led program and hosts Diverse Supplier Fairs and catering fairs to promote interaction between staff and suppliers. Additionally, supplier orientations provide vendors insight regarding UW procurement processes and options for how businesses may become involved.

SDP also focuses on increasing campus awareness, the use of small, local and diverse suppliers, and promoting avenues of opportunity to the external business community. The stated goals and purpose of SDP include, "We want to increase our support of small and diverse businesses in our community... Our aspirational goal for 2019 is to double the University of Washington Bothell's diverse spending." To reach that goal, UW Bothell Planning and Administration is developing an organizational outreach plan based on spending data, customized to each academic and non-academic unit.

UW Bothell does not directly align hiring practices with local economic and community development agendas, but there are examples of indirect alignment. Recently, community partners were included in the search process for two UW Bothell hires.

For the program manager of the Office of Community-Based Learning and Research (CBLR), community partners were invited to campus presentations and encouraged to provide valuable feedback in the hiring discernment. The search committee to hire a dean for the School of Nursing & Health Studies (SNHS) also included a community partner. A range of partners were invited to attend open-campus SNHS dean candidate presentations. UW Bothell has not formalized practices for including partners in search processes, but it is informally an increasing practice on campus.

UW Bothell schools invite local and regional community partners to review and provide feedback on the creation of curricular programming that addresses regional challenges. Through community needs assessments, focus groups, and collaborative discussions, communities help guide the creation of new curricular and co-curricular programs. As campus programming grows, this type of community participation indirectly informs hiring at UW Bothell.

Through these types of collaborations, UW Bothell indirectly aligns hiring practices with local economic and development agendas.

F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

The Office of Community-Based Learning and Research (CBLR) uses EXPO (a UW-designed database) to track UW Bothell's community-based learning and research courses, community partnerships, students, and faculty. The Carlson Center at UW's Seattle campus created and uses the EXPO database. EXPO allows both the Carlson Center and UW Bothell's CBLR to stay abreast of the regional partners working with either campus. This increases the ability of both campuses to better serve community partners and allows each to develop unique community relationships while also maintaining strong relationships with shared community organizations.

EXPO was created to support community-based learning and research courses that are placement-based. These are courses in which students contribute a specific amount of time via a community-based internship, direct service or through onsite community-based research with a partnering organization.

The database has a unique interface for each constituent (student, faculty, community partner) plus a master interface for CBLR staff. The database connects to the registrar and automatically uploads student rosters and other student data for each CBLR course. Community partners can upload projects, research, and direct service opportunities for students in CBLR courses. In consultation with faculty, the Office of CBLR matches these opportunities to specific CBLR courses listed in EXPO. Community partners complete evaluations of student work through EXPO at the end of each academic quarter. Faculty also can choose to use the evaluations as part of their assessment of student work.

The Office of CBLR can extract information from EXPO such as: student data, course-level data, partnership data and partners' student performance reviews. EXPO is updated quarterly and stores all data from previous quarters.

Every summer, the Office of CBLR compiles data from the previous year. It is broken into categories including: total number and percentage of CBLR students as well as breakdowns for undergraduate and graduate students, total number of CBLR courses, CBLR courses categorized by UW Bothell school, total number of faculty, and total number of community partnerships.

EXPO has worked well in its ability to track and support placement-based CBLR courses. However, it is limited in its ability to track and support community-engaged research conducted by faculty outside of coursework. It is also limited in tracking the community-engagement activities of student clubs and organizations, as well as project- and research-based CBLR courses where the course approach is to work with partners as clients.

Furthermore, there are challenges using EXPO internally for managing customer relations. The software does not provide users open access to see which faculty, staff, and students are collaborating with which community partners. Over the past two years, UW Bothell has been investigating other community-engagement tracking systems that can provide these additional features.

F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

The Office of Community-Based Learning and Research (CBLR) analyzes and distributes information from EXPO for different institutional uses.

The Office of CBLR creates an annual report that documents the number of CBLR courses, students, faculty, and partners. The annual data is used internally by the Office of CBLR to set strategic directions. For example, goals are established to work more closely with schools that are underrepresented in the data. The annual report is also used by UW Bothell's Marketing & Communications team to highlight CBLR data within institutional documents. Examples include informational documents distributed to prospective undergraduate students, such as UW Bothell's "Fast Facts" flyer and Viewbook magazine.

Data in the annual report has also been used for institutional-level grants, such as the application to host Imagining America, and the Title Three Strengthening Institutions grant application. For the Title Three grant, the data was important in identifying a low percentage of first-year, pre-major courses that embed CBLR pedagogy. A component of the grant was then focused on faculty development funds to support more first-year CBLR courses.

Data related to UW Bothell's CBLR undergraduate courses is also included in the annual UW Provost Undergraduate Involvement in Research and Public Service Accountability report. All three UW campuses, including Bothell, contribute information about the number of public service courses, undergraduate research, and internships.

An impetus for this data collection was local legislators expressing interest in using such information to support their advocacy of higher education in Washington State. The legislature no longer requests the data, but UW continues its annual commitment to tracking and compiling the data.

The Office of CBLR also uses EXPO to plan its annual Partner Recognition Luncheon. The database is used to generate an invitation list of community partners. Their support is publicly recognized with special thanks given to those who have partnered with UW Bothell for five years.

The Office of CBLR continues to develop and broaden EXPO's scope. Geographical information related to community partners is now gathered and used to create a regional partner map. The map is overlaid with the top 20 zip codes of where students reside. If gaps are discovered, the goal is to increase partnerships in those communities with high volumes of UW Bothell students.

Approximately 95% of UW Bothell students commute to campus. The above-mentioned data analysis can identify where increased community engagement, as a high-impact practice, can better support student success and retention. Increasing partnerships in zip codes with significant residential concentrations of students expands opportunities for participation. Student commute times are reduced making community engagement options more accessible. It also further enhances student investment and connection to their resident communities.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes.

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

The Office of Community-Based Learning and Research defines community engagement quality measures as:

1. Adequate communication
2. Reciprocity and mutual benefit
3. Alignment with UW Bothell community engagement mission in areas such as: student success, the well-being and prosperity of the Puget Sound region, increased capacity of our partners, mutually beneficial exchange of knowledge and resources, enriched scholarship, research and creative activity, enhanced curriculum, teaching and learning, critical societal issues, and contributions to the public good (full CE mission statement in II.C.3.1).

Each of the three annual surveys; Community, Faculty and Student Impact Survey (described in II.F.4.2-4.4), contain all of the above-listed quality measures.

The question category of “adequate communication” is included in the faculty, student and community partner surveys. A sample question asks partners if there was “adequate communication between their organization and UW Bothell.” Respondents rank their answers on a scale of “strongly agree” to “strongly disagree.” A similar question is posed in each of the faculty and student surveys.

Examples of questions that measure reciprocity and mutual benefit are described in III.E2.2.1.

Multiple survey questions measure the perceived success of fulfilling UW Bothell’s Community Engagement (CE) Mission Statement. For example, as stated above, student success is a component of the CE mission. Therefore, the concept is incorporated into the faculty, student, and community partner surveys. Respondents are asked how they perceive that student involvement in community-engagement activities impacts student academics, civic engagement, professional development, and psychological well-being.

Also outlined above, contributing to the public good is part of the CE mission, the partner survey asks if the “community engagement partnership with UW Bothell contributed to the public good.”

For each survey (student, faculty, and community partner), each of the above-listed mission components is specifically addressed by at least one question.

The totality of answers helps UW Bothell’s Community Engagement Council to better assess if the university is living up to its community engagement mission and to what degree.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

In 2011, with the support of a Bringing Theory to Practice research grant from the Association of American College & Universities (AAC&U), UW Bothell conducted focus groups to collect qualitative data on the community-based learning experiences of students, staff, faculty, and community partners. Focus group participants were asked nine questions related to issues such as: criteria for success, professional development, civic engagement, and the beneficial matching of community partners, institution and students.

Five themes emerged from the focus groups: 1) institutional and community relationships, 2) academic learning, 3) psychological well-being, 4) professional development, and 5) civic engagement, which led to the creation of a student Community Based Learning Impact Scale (CBLIS). The survey contains 43 items measuring the impact of community engagement on student learning and development.

Since autumn 2011, UW Bothell has conducted the CBLIS via online access on a quarterly basis. It is administered to students who are registered for community-based learning courses through the Office of Community Based Learning and Research.

The university has collected 8 years of data spanning 20 quarters. In that time, 1,163 undergraduate and graduate students have completed the survey.

Examples of student outcome level findings from 2017-2018 include:

1. Communication:

85% strongly-agree/agree that their “community-based learning and research had adequate communication between the community organization and me.”

2. Mutuality and reciprocity:

87% strongly-agree/agree that their “community-based learning and research had mutual benefit to the community organization and me.”

3. Attainment of community engagement mission in specific relation to student success:

- Academic learning: 75% strongly-agree/agree with the statement, “Due to my community-based learning experience, in the future I am better able to understand course readings, lectures, and discussions.”
- Psychological well-being: 80% strongly-agree/agree with the statement, “Through the community-based work in this course, my sense of purpose in life has increased.”
- Professional development: 80% strongly-agree/agree with the statement, “Due to my community-based learning experience, in the future I am more likely to reflect on how I do my job.”
- Civic engagement: 84% indicated very likely/somewhat likely to the question, “My community-based learning experience has increased the likelihood that I will participate in organizations and/or public affairs.”

In summary, the results of the analysis revealed that students overall found that their community-based learning course(s) significantly increased their civic engagement, critical thinking, and psychological well-being.

A metric of student impact is captured through the annual UW Bothell Undergraduate Alumni Survey, which is completed six months post-graduation. In the most current available data from 2016-2017, alumni responded that the following elements of their UW Bothell education were “moderately important” or “very important” to their current positions:

- Skills and abilities gained from participating in internships (90.8%)
- Service learning projects (65.2%)
- Taking leadership roles inside and outside the classroom (80.6%)
- Understanding and practicing civic engagement and social responsibility (74.3%)

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts:

In 2017, a faculty Assessment Working Group coordinated with the director of community engagement (CE) to create assessment metrics relevant to the community engagement mission. The intent was to develop a faculty and community partner CE survey and build upon the work of the student Community-Based Learning Impact Scale. The assessment working group designed a mixed-methods assessment of CE efforts and collaborations. This included faculty focus groups, faculty survey, community partner focus groups, and a community partner survey (described in II.B.1.1 and II.F.4.3).

The CE Faculty Impact Survey relied on data from two-hour focus groups conducted over four sessions. A total of 15 faculty members participated with representation from all five UW Bothell schools. Themes that emerged across all focus groups included the importance of reciprocity and the value of CE in faculty teaching, research, and service. Multiple faculty members expressed that the university’s quarter system as well as the faculty reward structure and infrastructure were barriers to CE.

Focus group data was analyzed and transformed into a draft survey. Faculty members contributed feedback regarding the survey’s language and structure. Survey questions focused on faculty perceptions of the benefits and challenges, communications, reciprocity, and impacts of community engagement.

The CE Faculty Impact Survey was disseminated by the Office of Community Based Learning and Research (CBLR) to all faculty (n=445). A total of 64 faculty responded to the survey (14% response rate). Of those respondents, 49 equivalent to 77%, incorporate CE into their work.

Example of outcome level findings include:

1. Communication:

- 89% strongly-agree/agree that they had adequate communication with their partner organization in their most recent CE partnership.

2. Mutuality and reciprocity:

- 90% strongly-agree/agree that their partnership provided exchange of knowledge to the partner organization.
- 93.5% strongly-agree/agree that their partner organization provided exchange of knowledge to UW Bothell.
- 83.3% strongly-agree/agree the partnership provided exchange of resources to the partner

organization.

- 72.7% strongly-agree/agree that the partner organization provided an exchange of resources to UW Bothell.

3. Attainment of community engagement mission:

- Enrich scholarship, research, and creative activity: 90% of faculty engaged in CE research and/or creative activity outside of the classroom strongly agree/agree that “community engagement is beneficial in that it adds quality and or scope of my research.”
- Enhance curriculum, teaching, and learning: 93% faculty strongly agree/agree that “community engagement is beneficial in that it enhances the quality of my teaching.”

Currently, UW Bothell does not disseminate a general annual faculty survey. Initial conversations between the Office of CBLR and UW Bothell’s Institutional Review Office (IRO) have seeded the idea that the CE faculty impact questions from the survey could be included in an annual faculty survey administered by IRO. This would create a more systemic and sustainable process of assessing the impact of CE on faculty.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

Consistent with the development process for Community Engagement (CE) Faculty Impact Survey, the Community Impact Survey was also developed through a mixed-methods assessment of UW Bothell’s community engagement efforts. It was conducted in collaborations with community partners (community partner assessment mechanism described in II.B.1.1).

The community partner focus group qualitative analysis identified some key themes based on community partner feedback. For example, feedback revealed that partnering with UW Bothell resulted in greater staff capacity, more community connections, and a greater exchange of information. Students were also successfully impacted by benefiting from greater exposure to career options.

Focus group data was subsequently analyzed and transformed into an online community engagement survey. There were five key themes and 46 questions. The resulting Community Impact Survey was disseminated by the Office of Community Based Learning and Research (CBLR) to community partners (n=226). A total of 46 community partners responded to this survey (20% response rate).

Examples of outcome level findings include:

1. Communication:

- 85% of community partners indicated that they had adequate communication between their organization and UW Bothell.

2. Mutuality and reciprocity:

- 80% of community partners indicated that community engagement partnership provided an exchange of knowledge and resources between their organization and UW Bothell.

3. Attainment of community engagement mission in specific relation to increased capacity of partners:

- 72% of community partners reported the community partnership helped their organization meet their mission and goals.
- 55% indicated the community partnership helped improve their services.

In summary, the university learned that community partners benefited from an exchange of resources

and knowledge with UW Bothell. The majority of community partners found the partnership helped them achieve their mission.

While responses were overwhelmingly positive, it was also an opportunity for the university to receive feedback regarding challenges. For example, partners expressed that the expansion of programming offered to organizations' clients did not increase due to their partnership with UW Bothell. Partners also expressed that the academic quarter system made it somewhat difficult to create project continuity.

In partnership with faculty, the Office of CBLR is working to address how the university's academic calendar interfaces with partner scheduling. Efforts include exploring curricular designs for multi-quarter CBLR projects, such as increasing 2-3 quarter capstones, independent studies, and multi-quarter research projects overseen by faculty. In the future, such approaches would allow partners to propose projects or research questions that are not limited to a one-quarter of engagement.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

UW Bothell's value for and method of community engagement (CE) has contributed to the fulfillment of UW Bothell's 21st Century Campus Initiatives, a 2008-2020 strategic plan (described in II.C.3.). It also contributed to the accreditation of UW as a whole.

The 21st Century Campus Initiative included the following development metrics for the "community" initiative:

1. Increase students participating in internships, research, or community-based learning.
2. Increase faculty participating in applied community-based projects and research.

Institutional outcome: As of 2018, UW Bothell met both above metrics presented in the Office of Community-Based Learning and Research's (CBLR) annual report. Data spanning 2009-2018 indicates that student participation in CBLR courses increased 135% and during 2014-2018 faculty participation in applied community-based projects and research increased 72%.

Institutional impact: Institutional impact, assessed through successful implementation of the community strategic priority, can be seen through:

1. UW Bothell's increased budgetary resources devoted to CBLR:

In 2008, Office of CBLR staffed by:

- 1 half-time temporary employee
- 1 full-time AmeriCorps member

In 2019, Office of CBLR staffed by:

- 2 full-time permanent employees
- 1 part-time permanent employee
- 1 half-time temporary employee
- 2 half-time student employees

2. Identification of CE as one of the campus's most valuable academic methods (The Three C's, full description in II.C.3).
3. Referencing community engagement on all UW Bothell job advertisements: "The academic work of the campus focuses on cross-disciplinary research and creative practice, connected learning, and community engagement."

Two additional priorities outlined in the 21st Century Campus Initiative have also been positively impacted: growth (access to premier education) and innovation (interdisciplinary scholarship/innovative thinking)

Gains pertaining to these priorities are evidenced by increased student enrollment. The undergraduate student headcount grew from 1,324 in 2006 to 5,411 in 2018. Degree options increased with 58 new degrees introduced over the past 5 years. To ensure new degrees are connected to regional economic opportunity and needs, development is guided by advisory bodies consisting of community partners. UW Bothell's deepened relationships with regional communities directly enabled the university's priorities of growth and innovation.

University of Washington is accredited by the Northwest Association of Schools and Colleges. Accreditation encompasses the three UW campuses. Multiple accreditation goals include aspects of community engagement, such as:

1. Increase collaborations between university and community in areas that enhance community development. Sample metrics:

- Number of initiatives and centers designed to connect to communities.
- Number of classes taught in community partner locations (hospitals, schools).

2. Establish strategic partnerships and collaborations to support discovery and solve problems. Sample metric:

- Increase the number of capstones/classes with industry-designed projects.

UW Bothell reports the above community engagement accreditation metrics (in addition to other CE metrics) to UW Seattle, who then combines and compiles Seattle, Tacoma, and Bothell data for accreditation.

Over the past decade, UW Bothell's deepened engagement with community partners directly and indirectly impacted the institution's ability to maintain accreditation and furthered UW Bothell's 21st Century Campus Initiative goals of community, growth, and innovation.

F.5 Does the institution use the data from these assessment mechanisms?

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Data from the student, faculty, and community partner assessment mechanisms are used for communications, workshops, program improvement, research, and dissemination.

Community-Based Learning Impact Scale (CBLIS) survey data: The Office of Community-Based Learning and Research (CBLR) uses student impact data in faculty development programming, including with CBLR Fellows and the Teaching and Learning Center's Learning Communities. Data that demonstrates student skills gained through CBLR courses is shared during the opening workshop of CBLR faculty development programs. When the student-impact data is presented to faculty, it motivates and inspires faculty to incorporate CBLR-based pedagogy in their teaching.

Data from the CBLIS survey is reported in the Office of CBLR's annual report and highlighted in the UW Bothell magazine and the 2018-2019 Facts & Figures. Student impact data is also disseminated through faculty scholarship. Three faculty members in the School of Interdisciplinary Arts & Sciences and the School of Educational Studies have published two articles analyzing the results of the Community-Based Learning Impact Survey (Carlisle et al. in II.C.2.1).

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Faculty Impact Survey: Internally, the Community Engagement (CE) Council and Office of CBLR are starting to use the faculty impact data as a baseline to develop benchmarks of success. The baseline data, along with target benchmarks, will be presented to the General Faculty Organization's Executive Leadership and the Teaching and Learning Center.

The Office of CBLR also plans to use survey data to develop faculty development offerings. Additionally, it will inform budget planning for CBLR faculty development in the forms of advocacy for new funding as well as shifting existing funds toward faculty development efforts which better align with faculty feedback.

Data from the faculty survey will be used to assess if faculty perceive UW Bothell's promotion and tenure reward system to align with institutional values of community engagement. Data will be collected over time to help the CE Council track and evaluate trends, and enable changes as needed to better align with community engagement values.

Community Impact Survey:

II.B.2.1 describes community partner survey data usage.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

In 2014, UW Bothell organized a campus-wide external review of the university's public engagement. Two experts were invited to conduct the review: Andrew Furco, associate vice president for public engagement at the University of Minnesota, and Barbara Holland, a researcher and consultant specializing in organizational change and the institutionalization of community engagement in higher education. Furco and Holland spent three consecutive days on campus meeting with faculty, students, staff, and leadership to learn about UW Bothell's community engagement efforts.

At the conclusion of their visit, they provided a 16-page report, "Building a Forward-Looking Agenda for Securing UWB's Position as a Leading 21st-Century Institution of Higher Education." The report included observations and recommendations regarding UW Bothell's public engagement. The report highlighted the importance of community engagement as a key institutional identity as well as implementing community engagement as a cohesive strategy.

One limitation regarding their assessment is that it did not include community partner perspectives.

The report recommended that UW Bothell further define community engagement for the campus community. Specific recommendations included:

1. Increase professional development for faculty.
2. Deepen the accounting and assessment of community engagement.
3. Establish a broader, centralized community engagement office.
4. Build interdisciplinary, broad-based, sustained partnerships.
5. Launch a Community Engagement Council.
6. Attune community engagement to support the diversity of UW Bothell's student demographics and Gen X and Y faculty.

In response to the Furco/Holland report, a Community Engagement Task Force was charged in 2015 to review the recommendations. The task force prioritized eight action steps:

1. Pursue the 2020 Carnegie Community Engagement Classification as a means of working toward

many of the recommendations within the Furco/Holland report.

2. Hire a director of community engagement.
3. Reconvene the Community Engagement Council.
4. Strengthen the intersection between community engagement and diversity to ensure deep collaboration.
5. Establish metrics that inform data collection on community engagement and diversity programs.
6. Build a trans/regional network of community partnerships.
7. Look at promotion and tenure process with an eye toward recognizing community engagement work.
8. Deepen work with Advancement & External Relations to build a case for external support.

The Furco/Holland report created a solid foundation for UW Bothell to advance the institutionalization of community engagement. The report continues to be utilized as a living document by the Community Engagement Council.

In the last five years, UW Bothell reconvened the Community Engagement Council and established a faculty rewards subcommittee, hired a community engagement director, and deepened the accounting and assessment of community engagement through a working group on the Community Engagement Council. The university is also actively working to strengthen intersections and collaborations between community engagement and diversity (III.D.1), as well as further define community engagement for UW Bothell in support of faculty assessments, promotions, and tenure efforts (II.G.9).

G. Faculty and Staff

G.1 Does the institution provide 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 engage with community?

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

The Community-Based Learning and Research (CBLR) Fellowship program supports faculty and staff through a yearlong cohort model. The purpose of the fellowship is to enhance the capacity of UW Bothell faculty and staff to integrate community engagement into courses, programs, and research through development or redevelopment that promotes community engagement in ways that are valued by the community and academy.

More than 60 faculty members and 5 staff have participated in the fellowship over the previous 13 years. Each fellow receives a \$1,000 stipend to support their fellowship goals. Tenured/tenure, full time non-tenure track, and part time faculty are encouraged to apply, and faculty from all these employment statuses are selected. The program is continually adapted based on faculty and staff feedback. For the 2019-2020 academic year, the fellowship is shifting toward more closely aligning with UW Bothell's commitment to inclusion, diversity, and its community engagement mission statement.

The Teaching and Learning Center (TLC) coordinates learning communities, small cohorts of 5-10 faculty and staff from across the university who come together to co-learn. Each learning community member receives a \$500 participation stipend. The topics of the learning communities are determined through an open call to the entire campus, and evaluated on strength of the application responses. In the

current 2018-19 academic year, 4 of 13 learning communities have a community engagement focus. They are:

1. Evaluating the impact of community-engaged, problem-based hybrid learning models.
2. Graduate public scholarship.
3. Field-based course work.
4. Introduction to CBLR pedagogy.

The Office of Community-Based Learning and Research (CBLR) encourages and financially supports the attendance of UW Bothell faculty at the national Campus Compact Pen to Paper Writing Retreat. The retreat focuses on writing about, with and for service and engagement. In 2018, UW Bothell and UW Seattle co-hosted the writing retreat. UW Bothell spearheaded the hosting proposal and was the first institution to bring the retreat to the Northwest region. Over the previous four years, the Office of CBLR has fiscally supported retreat participation for 13 UW Bothell faculty members.

In addition, the Office of CBLR supports three-part, introductory CBLR workshops for faculty interested in the nuts and bolts of CBLR pedagogy. The Office of CBLR also partners with the Office of Research, and the Campus Library to host “Collaboration with Strangers,” a speed networking program for faculty and community partners whereby they can quickly exchange opportunities and connect regarding grants, research questions, or course-based projects.

The Office of CBLR has also partnered with Seattle CityClub and other community partners to host themed “Civic Boot Camps.” In these full-day walking programs, participants connect with local leaders, get information about regional and neighborhood history, and learn about diverse perspectives on local issues. UW Bothell faculty, students, and staff are invited to participate in the boot camps along with local community members.

G.2 In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured / tenure track	full-time non- tenure track	part time	professional staff
Professional development programs	x	x	x	x
Facilitation of partnerships	x	x	x	x
Student teaching assistants				
Planning/design stipends				
Support for student transportation	x	x	x	
Eligibility for institutional awards	x	x	x	x
Inclusion of community engagement in evaluation criteria	x	x		
Program grants	x	x	x	x
Participation on campus councils or committees related to community engagement	x	x	x	x
Research, conference, or travel support	x	x	x	x
Other	x	x	x	

G.2.1 If Yes to “Other”: Please describe other support or services:

Note: Support for student transportation is only funded for courses that participate in Livable City Year projects (described in E.1.1) due to funding structures of Livable City Year.

G.3 Does the institution have 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?

Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

Postings for UW Bothell faculty and staff positions include a description of broader campus values and specific school values. The value statements communicate UW Bothell’s commitment to community engagement (CE) and to promoting the recruitment of faculty and staff with expertise in and a commitment to CE.

A 2018 example of a faculty job posting that highlighted CE and regional partnerships stated:

"We offer a participatory student experience grounded in hands-on learning, close relationships with faculty members as teachers and mentors, and the personalized support of staff who are dedicated to student success. The academic work of the campus focuses on cross-disciplinary research and creative practice, connected learning, and community engagement."

All faculty job postings also highlight CE, diversity, and equity work:

"Diversity is a core value of UW Bothell. We recognize that we are bound together in a collective experience and that our actions impact all in our community. We believe the power of diversity enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and to discover, design and deliver solutions."

Two additional excerpts from UW Bothell faculty and staff recruitment highlight CE and regional impact:

"The University of Washington (UW) is proud to be one of the nation's premier educational and research institutions. Our people are the most important asset in our pursuit of achieving excellence in education, research, and community service. Our staff not only enjoys outstanding benefits and professional growth opportunities, but also an environment noted for diversity, community involvement, intellectual excitement, artistic pursuits, and natural beauty."

"UW Bothell builds vibrant regional partnerships, creates and disseminates new knowledge, and prepares students for leadership throughout Washington and beyond."

The following examples are of school-specific faculty job postings:

School of Business: "We work closely with industrial leaders as well as the smaller, innovative, and rapidly growing companies in software, electronic commerce, medical equipment, biotechnology and aerospace."

School of Business faculty search committees: "The School of Business positions itself as a campus leader in community engagement and has a rich history on this front in both academic programs, pedagogy, curricula, and faculty research. This must be communicated to potential candidates."

School of Interdisciplinary Arts & Sciences: "Our school-wide Mission, Values, and Goals commit us to engaged scholarship, experiential learning and transformative pedagogy relevant to the diverse student populations and communities we serve. We recognize, reflect on, and challenge unequal relations of power and privilege in our curriculum, scholarship and community partnerships. As part of a public university, we seek to build an inclusive and just community of students, faculty, and staff."

Additionally, during campus visits, schools are encouraged to invite the director of community engagement to meet one-on-one with candidates and share how the Office of Community-Based Learning and Research (CBLR) supports faculty. To support recruitment efforts, the Office of CBLR also developed a two-page overview, "How the Office of CBLR Supports Faculty" to share with faculty candidates.

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) 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, and part time faculty, please describe them as well.

No

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

Chapter 24 in the University of Washington Faculty Code is the policy for appointment and promotion of faculty members at all three UW campuses.

Overview of UW Bothell promotion and tenure process in relationship to the UW three-campus network: UW Bothell faculty members assemble promotion portfolio with guidance from UW Bothell school documentation and UW faculty code (Chapter 24). UW Bothell faculty promotional files are first reviewed internally by UW Bothell school dean, voting faculty in school, vice chancellor for academic affairs (VCAA), and Campus Council on Promotion and Tenure. If the case is favorable through internal review, the VCAA and UW Bothell chancellor transmit the recommendation to the University of Washington Provost for review and final decision.

Institutional-level efforts to reward faculty scholarship that uses community-engaged approaches and methods: Chapter 24 (Appointment and Promotion of Faculty) of the UW Faculty Code and the Executive Order 45 (providing further guidance on scholarly attainments) do not explicitly mention community engagement. Despite the current state of Chapter 24 and Executive Order 45, all three UW campuses are making efforts to more thoroughly recognize faculty community engagement scholarship.

UW Bothell's then vice chancellor for academic affairs, Susan Jeffords, championed these efforts, as demonstrated in the following campus-wide email to faculty in spring 2018:

"Continuing to enhance our impact within communities requires recognizing these faculty efforts, most importantly in our processes of merit and promotion. Part of the Carnegie application process focuses on questions of faculty rewards. I am writing today to share with you that we are partnering across all three UW campuses to launch a focused discussion about how community engagement efforts can most effectively be recognized and rewarded in promotion and tenure as well as contract renewal or reappointment processes. To begin these discussions, each campus and unit are being asked to provide information about:

1. Current practices in recognizing the value of community engagement (local, regional, and global) and public scholarship; and
2. Current descriptions of how community engagement and public scholarship are valued in your tenure, merit, and promotion guidelines."

Responses II.G.5 – II.G.8 describe how UW Bothell's school-level promotion guidelines currently reward community engagement. II.G.9 describes UW Bothell's continued efforts to more fully recognize community engagement in the faculty promotion process.

G.5 Is community engagement rewarded as one form of teaching and learning? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):

UW Faculty Code and Governance (chapter 24 and 25) outlines overarching policies regarding UW faculty and promotion. UW Bothell Schools provide interpretive guidelines for what constitutes success standards as required by the faculty code. For each of the UW Bothell schools, community engagement is acknowledged in faculty responsibilities for one or more areas of teaching and learning.

School of Business' guidelines for promotion and tenure, applicable to assistant and associate professors, state that: "The school recognizes that teaching goes beyond classroom instruction and values contributions such as:

1. Sponsoring internships, independent studies and undergraduate research.
2. Engagement with community partners.
3. Championing courses and sharing teaching material with colleagues."

School of Business' senior lecturers preparing for promotion to principal lecturer are encouraged to engage in "teaching-related community service such as class service work within a local organization."

The Schools of Educational Studies (SES) and Interdisciplinary Arts & Sciences (IAS) state that in pursuit of promotion and tenure, the schools acknowledge that:

"All faculty members' dossiers should evince a rigorous and coherent body of work aimed at extending knowledge, engaging, and informing others, and creating significant impact in the world. For some faculty members, the lines of demarcation between research, teaching, and service may not be sharp. Scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. We value these forms of integrative work, as well as excellence in individual components of our faculty roles. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new academic fields may mean reduced research output in the short term; efforts to forge collaborations with non-university partners may take several years to develop."

IAS guidelines for Lecturer/Artist in Residence recognize engagement and leadership in communities of practice that support and develop best practices and pedagogical innovation, with specific examples of Community-Based Learning and Research (CBLR) Fellowship, and teaching CBLR courses.

Guidelines for the School of Nursing & Health Studies (SNHS), follow the Boyer model, and describe promotion and tenure guidelines for faculty at all ranks. The school indicates recognition of community engagement in teaching and learning in the following statement:

"SNHS provides an environment that facilitates intellectual inquiry, student learning, and professional growth through the campus 3 Cs framework of cross-disciplinarity, connected learning, and community engagement."

Within the scholarship of teaching criteria, SNHS lecturers are encouraged to "supervise Masters in Nursing students in independent study, fieldwork, and projects."

The School of Science, Technology, Engineering & Mathematics (STEM) Promotion and Tenure Statement of Culture state that all faculty are mentored to align their research, teaching and service in light of the School of STEM Vision, Mission, and Core values. “Collaboration across disciplines and among students, faculty, and staff, and community partners” is one of the four core STEM values.

Within the scholarship of teaching criteria, STEM lecturers are encouraged to “create and develop positive relationships with community partners relevant to teaching.”

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

As indicated in the response to II.G.5, the policies in the UW Faculty Code and Governance (Chapter 24 and 25) address the rewards of promotion and tenure. UW Bothell also has guidelines for schools that provide interpretation of the faculty code. In these guidelines, motivation is given for community engagement in research and/or creativity activity.

The School of Business Guidelines for Promotion and Tenure, applicable to assistant and associate professors, focuses on research and indicates that the school will:

“Recognize that top-tier research journal papers may be inspired, initiated, supported, or motivated from diverse sources including internal reflection, collegial discussion, undergraduate research, classroom discussions, and, community-engaged activities.”

In addition, for School of Business lecturer positions, research can include “consulting assignments that lead to a professional report.”

The School of Educational Studies outlines that faculty is committed to diverse forms of scholarship and believes it should be made public in meaningful and significant ways. Further:

“We also recognize that different types of scholarly projects require different gestation periods... Efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship that is informed by practice and helping to shape the field through excellent work with, learning from, and support for our partners in educational settings.”

The School of Interdisciplinary Arts & Sciences (IAS) outlines that within the research section of the tenure track faculty promotional documentation:

- Scholarship should be made public in meaningful and significant ways.
- Excellence and reputation may also be achieved through forms of scholarship which extend beyond the university and its professional organizations, including public or community projects.
- Efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship.

The School of Nursing & Health Studies (NHS) uses the Boyer framework for its tenure-track faculty promotional documentation. NHS recognizes faculty research for tenure and tenure-track faculty that “contributes to interdisciplinary publications such as newsletters, media, educational materials,

reports, journal articles, and/or book chapters/reviews.”

School of Science, Technology, Engineering & Mathematics (STEM) guidelines encourage lecturers to “maintain and enhance relationships with community partners relevant to teaching and discovery.”

All five schools recognize and reward community engagement as one form of research or creative activity.

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.

Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):

As stated in the UW Faculty Code and Governance (Chapter 24 and 25), professional and scholarly service includes “service to business and industry and other organizations.”

In addition to the policies in the UW Faculty Code and Governance regarding reward of promotion and tenure, UW Bothell schools provide interpretive guidelines regarding community engagement in the form of service.

School of Business’ promotion criteria for lecturer positions state that “the University encourages all members of the faculty to engage in public service.” The School of Business Guidelines for Promotion and Tenure for assistant and associate professors further states that “we value service to the school, campus, the University, professional, and to the larger community.”

The School of Educational Studies states that associate professors preparing for promotion to full professor should be “...pursuing new areas of teaching and service and should have a strong record of service to both the university and their profession as a whole.”

In the School of Nursing & Health Studies (SNHS), the promotion and tenure guidelines for faculty recognize faculty who “engage in service to one’s profession or field by contributing to professional organization(s), community committee/ task force(s).”

The School of Science, Technology, Engineering & Mathematics (STEM) Promotion and Tenure Statement of Culture for faculty from all employment statuses state that “the School of STEM values service to our evolving institution, engagement with the community and contributions to the profession.”

STEM and SNHS promotion criteria for principal lecturer demonstrates “participation in service or cooperative practice with community partners beyond direct teaching needs.”

UW Bothell librarians follow a process of promotion that is similar to the faculty process. Within the “service” component of the librarian promotion documentation, it states:

“Contributions and Service to the University Libraries, the University and the community are important aspects of librarianship. The purpose of the service criteria is to provide evidence of contributions which extend beyond effective performance in one’s position. Such contributions may include, but not restricted to... Service to the scholarly community that enhances the stature of the University Libraries and the University. Examples might include... serving on the board of community

library or as a literacy volunteer; Participation in job exchanges at the local, state, regional, and national and/or international levels.”

All five schools, plus librarians, recognize and reward community engagement as one form of service.

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

Yes

G.8.1 List the colleges/schools and/or departments.

1. School of Business.
2. School of Educational Studies.
3. School of Interdisciplinary Arts & Sciences.
4. School of Nursing & Health Studies.
5. School of Science, Technology, Engineering & Mathematics (STEM).

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

100% of UW Bothell schools are represented in the list above.

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

The policies for promotion are held in the UW Faculty Code and Governance (Chapter 24). The schools at UW Bothell provide interpretive guidelines about what constitute success standards for promotion as required by the faculty code. These guidelines are an articulation of the existing faculty code that do not supersede the Faculty Code/Presidential Orders/Regent Policy documents. These guidelines have been shared in response to II.G.5., II.G.6., and II.G.7..

G.9 Is there 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?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

In 2016, the Chancellor’s Community Engagement Council charged a “Faculty Rewards” working group to support the creation of a campus-level document endorsed by the Campus Council on Promotion, Tenure, Faculty Affairs (CCPTFA), General Faculty Organization (GFO), and vice chancellor for academic affairs (VCAA) on how to recognize and value evidence related to community engagement in appointment, promotion, and tenure decisions.

This group worked in three phases:

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1. Document collection and review: Collected and summarized guiding documentation related to community engagement for promotion and tenure from all UW Bothell schools. The working group also collected exemplar community engagement scholarship statements from other campuses.
2. Engagement: Met to discuss and learn about promotion and tenure practices with each school's leadership team (deans, associate deans, divisional chairs) and the CCPTFA. The group also met with the chair of the Diversity Council to consider areas of alignment with diversity and equity in faculty reward efforts.
3. Document creation and reengagement: Drafted a campus-wide "Statement on Promoting an Inclusive Definition of Scholarship" that was presented to the VCAA, Council of Academic Deans, and Executive Council of the GFO. Incorporating feedback, the revised statement was endorsed in autumn 2018 by the Executive Committee of the GFO. The statement advises the VCAA and each school's elected Faculty Councils to act on its recommendations. It states:

"We are committed to diverse forms of scholarship, and we believe that scholarship should be made public in meaningful and significant ways. Scholarship may contribute to disciplinary or interdisciplinary knowledge; be conducted in collaboration with community and organizational partners; and offer new theoretical insights or forge new fields of inquiry. Because of the breadth of scholarly activity and its conduct, the path and gestation period of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit. In order to ensure alignment with school- and division-based statements, we recommend that each unit complete a review of its promotion and tenure criteria (tenure- and lecturer-track) for inclusion of work on community-engagement and diversity, inclusion, and equity. Each unit should then review its P&T policies and practices to remove obstacles to the valuing of work that matches those criteria in P&T processes."

In spring 2017, a "Letter of Shared Values" was shared across UW's three-campus network and signed by hundreds of UW faculty and endorsed by the UW Faculty Senate. It served as a catalyst for the "UW Faculty 2050 Initiative." Among other suggestions, Faculty 2050 calls for a comprehensive refresh of UW Promotion and Tenure Guidelines, including:

"Better define, assess, and value community engaged scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion, and tenure of all applicable faculty. Better define, assess, and value public scholarship and determine that such work shall be recognized and considered in hiring, merit, promotion and tenure of all applicable faculty. Improve recognition and rewards for alternative forms of teaching including collaborative, interdisciplinary and community engaged."

III. Categories of Community Engagement

A. Curricular Engagement

A.1. Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

UW Bothell defines a community-based learning and research (CBLR) course as:

"A credit-bearing educational experience in which students participate in an organized activity (direct service, research, creative process, advocacy, consulting) in collaboration with a community entity (organization, industry, business, K-12 schools, local government) for the purpose of mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

The definition was adapted from the 1996 Bringle and Hatcher article "Implementing Service Learning in Higher Education" and uses the Carnegie Community Engagement Classification definition for community engagement.

As part of UW Bothell's CBLR course-designation process, faculty are asked to consider five components of a CBLR course:

1. Commitment or duration includes 15-20 hours of student engagement with community over a quarter (could be direct or indirect work with community).
2. Alignment with course learning goals.
3. Reflection.
4. Reciprocity and partnerships.
5. Purpose.

The fifth "purpose" component is drawn from the Carnegie definition of community engagement and our UW Bothell community engagement mission statement:

"Enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

UW Bothell does not have a systematic process for identifying all community-based learning and research courses. There are a few courses within each school that are always taught with CBLR pedagogy. For other courses, faculty preference determines whether CBLR pedagogy is used. For example, some statistics courses are taught with CBLR pedagogy and others are not.

Every quarter, staff in the Office of CBLR review upcoming time schedules for reoccurring CBLR courses, faculty members with a history of employing CBLR pedagogy, and for course topics that align with community-identified interests. CBLR courses are confirmed through individual communication with faculty. A comprehensive CBLR course list is created each quarter, posted on the CBLR webpage, and distributed to academic advisers.

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

142

A.1.2 What percentage of total courses offered at the institution?

5

A.1.3 Is community engagement noted on student transcripts?

Yes

A.1.3.1 Describe how community engagement is noted on student transcripts:

Since 1998, UW has noted service-learning with an “S” designation on student transcripts across all three UW campuses. In 2005, UW Bothell faculty who advocated for institutional support of community engagement chose to replace the terminology of “service-learning” with “community-based learning and research.” This was based on pedagogical and philosophical reasons.

Since UW Bothell no longer uses “service-learning” in descriptions of its campus-specific courses, UW Bothell students, faculty, and academic advisers are often unfamiliar with the “S” designation still used throughout the wider UW network for time schedules and transcripts. Even with this nomenclature discrepancy, some UW Bothell courses are noted with an “S,” and appear on a student transcript with “S” after a course title.

Since pursuing the Carnegie CE Classification, the Carnegie application team leads, representing all three UW campuses, have initiated conversations with the Office of the University Registrar regarding a coherent and shared definition of community engagement by which to guide future transcription descriptions. The team leads have also put forward a request to expand the definition beyond service-learning to include the full scope of curricular community engagement in which a UW student may participate.

At UW Bothell, there is a 2018-2019 learning community (described in G.1.1.) coordinated by the Teaching and Learning Center that focuses on the process of designating high-impact courses in the time (course) schedule. The goals are to increase visibility for students and to create a coding structure for assessment. CBLR is one of the high-impact designations on the list. The process and infrastructure this learning community is working toward will help UW Bothell operationalize the tri-campus registrar decision around community engagement course designation and transcripts.

A.1.4 How many departments are represented by those courses?

5

A.1.5 What percentage of total departments at the institution?

100

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

79

A.1.7 What percentage are these of the total faculty at the institution?

17

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?
37

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?
23

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?
24

A.1.9 How many students participated in community-engaged courses in the most recent academic year?
1633

A.1.10 What percentage of students at the institution?
27

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

The data provided in answers 2-6, 9 and 10 are collected on a quarterly basis by the Office of Community-Based Learning and Research (CBLR). Each quarter, staff and student assistants enter approved CBLR courses into the EXPO database, which is used to manage CBLR courses. Once all CBLR courses have been confirmed for the quarter, CBLR student assistants create a list of all CBLR courses, noting faculty and community partners. The list is updated throughout the academic year to ensure that any changes to the CBLR course, faculty and/or community partner is represented on this list.

Each year, during summer quarter, the UW provost requests counts of undergraduate students who participate in UW-sponsored public service courses, internships, and research. The Office of CBLR takes the opportunity to tally the quarterly CBLR course lists, including graduate CBLR courses, and the number of students who participated in an optional CBLR component of a course. The list is then divided by school and sent to the deans to verify all of their school's CBLR courses. The final list is sent to the Office of Institutional Research (OIR), where course information is merged with student data. By August of each year, OIR provides the total number of students who participated in these courses, as well as a distribution of CBLR enrollments by school. The information is then used to inform the CBLR Annual Report, campus reports, and community engagement materials.

In 2018, the Office of CBLR asked OIR to match the CBLR course list with faculty information for the purpose of completing Carnegie application questions 7– 8. These additional questions will become part of future data pulls to track faculty engagement across the employment ranks of tenured/tenure track faculty, full-time non-tenure track faculty, and part-time.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?
No

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

UW Bothell adopted five campus-wide undergraduate learning goals in 2012. They are:

1. Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields.
2. Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups.
3. Critical analysis of information from multiple perspectives including intercultural, global, and ecological.
4. Ethical reasoning in application to self, occupation, citizenship, and society.
5. Proficiency in communication, information and technology, literacy, quantitative and qualitative reasoning, creative thinking and problem solving, as well as collaboration and leadership.

UW Bothell considers community engagement (CE) to be a means to an end rather than simply the end unto itself. The university views CE as a method through which students can achieve the institution's undergraduate learning goals. Over the past year, the Community Engaged Curriculum Faculty Committee was tasked with addressing that the campus-wide learning goals do not explicitly encompass community engagement. In response, they developed CE-specific learning goals that augment UW Bothell's above-stated undergraduate learning goals.

The working group developed CE learning goals that state students can:

1. Apply and exchange knowledge within and across disciplines with community partners.
2. Identify the intersectionality of privilege and power by learning from/with communities with multiple intersecting identities.
3. Incorporate ideas from diverse sources, including community members and organizations, in their critical analyses.
4. Articulate ethical systems inherent in various communities and describe their own position within each of these realms.
5. Listen to, speak with, and write for multiple audiences, including community members and organizations.

These learning goals are intended to be used in individual syllabus design and to enhance the quality of student learning through community engagement academic assignments.

The community engagement learning goals were presented to the Campus Council on Assessment and Learning (CCAL) for feedback. CCAL approved the CE learning goals in Autumn 2018, but also asked:

"Can students graduate from UW Bothell, not take a community-based learning and research course, and still meet the campus-wide undergraduate learning goals? If the answer is yes, then we need an explicit campus-wide community engagement learning goal."

The Community Engaged Curriculum Faculty Committee deliberated the question. After reviewing campus-wide CE learning goals from peer institutions, the group proposed the following campus-level goal:

"Students will apply theory and skills that contribute to the public good by linking the conceptual to the practical through mutually beneficial engagement with community."

The Community Engaged Curriculum Faculty Committee will present the proposed language to the General Faculty Council Executive Leadership for discussion in spring 2019. Based on the outcome, if accepted as-is or in a revised form, the next step could be forwarding it for a faculty vote.

Ultimately, the Community Engaged Curriculum Faculty Committee is working towards two outcomes:

1. A new sixth, campus-wide undergraduate learning goal focused on community engagement.
2. CE learning goals aligned with the existing campus-wide five learning goals.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

No

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

UW Bothell has a validated instrument in place to systematically assess institutional learning outcomes for students' curricular engagement with community, but the institution has not yet used the mechanism for this purpose.

The student Community- Based Learning Impact Scale (described in II.F.4.1) was designed in alignment with campus-wide undergraduate learning goals. The data from the student survey has not yet been analyzed in connection with the campus-level undergraduate learning goals, but the survey was built with this potential in mind. Students are asked 11 skill-based questions that link to one or more of the five undergraduate learning goals. For example, the survey begins by asking:

Due to my community-based learning and research experience my skills have increased in the following areas:

1. Problem solving.
2. Communicating with others.
3. Considering multiple interpretations.

The Community-Engaged Curriculum Faculty Committee created a matrix that connects each of the survey questions back to the newly developed CE learning goals, which are aligned with the undergraduate campus-level learning goals.

An institutional barrier and reason why CE learning goals have not been assessed is that there is currently no infrastructure, process, or accountability to systematically assess UW Bothell's general undergraduate learning goals. The Campus Council on Assessment and Learning is in the process of recommending an annual curricular assessment of campus-wide learning goals. Implementing such a structure will help drive the assessment of CE learning goals connected to the campus-wide learning goals.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

Campus-wide learning outcomes are not systemically assessed.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

UW Bothell has strong examples of undergraduate and graduate degrees that include learning outcomes for students' curricular engagement with the community. The following are degree examples representing four of UW Bothell's individual schools.

Interactive Media Design is a cross-school degree program with two learning outcomes that explicitly connect students' curricular engagement with the community. They state:

1. Create interactive media experiences that engage unequal relations of power, knowledge, and difference, by learning from communities with multiple intersecting identities.
2. Use an interdisciplinary approach in the design and development of interactive media that applies engineering and user-centered, inclusive, community-based and universal design methodologies and best practices.

The School of Nursing & Health Studies (SNHS) registered nurse (RN) to Bachelor of Science in nursing (BSN) program ask students to: "Demonstrate value-based professional behaviors that integrate empathy, autonomy, integrity, social justice, equity as well as respect for diversity and inclusion, human rights, and human dignity through cultivating partnerships with patients, families, and communities."

SNHS's Health Education and Promotion minor has two learning goals connected to students' curricular engagement with the community:

1. Assess community needs and capacity for health education and promotion.
2. Apply concepts and theories in practice by collaborating with others to complete community-based activities and projects.

The School of Science, Technology, Engineering and Mathematics (STEM) Bachelor of Science in electrical engineering includes a learning goal connected to civic engagement for students "to become contributing citizens who are conscientious of ethical and societal responsibilities." The program also has a set of student outcomes each student must demonstrate by the time of graduation, including "the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context."

The School of Educational Studies learning objectives include the objectives of producing critically-engaged educators and citizens who:

1. Design and employ curriculum, instructional, and inquiry practices to promote equity and social justice across educational and community contexts.
2. Contribute in responsive and informed ways to the communities with which they work.
3. Collaborate with local and global communities in examining and responding to educational challenges.

The School of Interdisciplinary Arts & Sciences (IAS) offers specific goals for various degree programs including:

1. Bachelor of Arts in gender, women & sexuality studies (GWSS) states that students who major in GWSS will be able to: Collaborate with peers and off campus communities to engage in scholarly and creative activities that intervene in existing debates and create new ways of engaging issues of gender and sexuality.
2. Bachelor of Arts in American & ethnic studies will be able to: Apply critical and interdisciplinary knowledge within a range of academic, professional, and community-based settings.

IAS also offers a Masters of Arts in cultural studies that explicitly connects curricular engagement with the community, calling on students to: "Engage in professional positions as researchers, educators, activists, artists, and problem-solvers in a variety of cultural and organizational arenas."

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Each UW Bothell school has authority to develop its own assessment protocol and process for school-level and disciplinary-level learning outcomes. One of five UW Bothell schools, the School of Nursing & Health Studies (SNHS), systematically assesses its learning outcomes for students' curricular engagement with community.

SNHS offers two primary degree options, Bachelor of Arts in health studies and Bachelor of Science in nursing. Both degrees have degree-level learning outcomes for students' curricular engagement with community. For example, one of the five learning outcomes specific to the bachelor's degree in health studies is to "develop as public health leaders and health practitioners prepared to collaborate with communities and institutions to improve individual and population health."

Each SNHS student completes an exit survey upon completing their degree. The exit survey asks students to assess how successful they believe they were in achieving each learning outcomes. It also asks students how satisfied they were with their experience doing community-based learning, and how many hours they spent on community-based learning projects while taking SNHS courses.

SNHS has a curriculum assessment committee charged to review and synthesize the exit survey data on an annual basis. Data connected to satisfaction, hours, and learning outcomes for curricular engagement with community can be synthesized to look for correlations between these data points. See III.A1.15.2 for how this data is used.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

After completing an assessment of curriculum and fieldwork opportunities in 2017-2018, the School of Nursing & Health Studies (SNHS) Curriculum Assessment Committee realized that they were not providing enough opportunities for undergraduate students to make real community-level impacts through their fieldwork. As a result, one of the learning outcomes was recently changed to more accurately reflect what undergraduate students can realistically accomplish in the community.

The original learning outcome stated that students partner with individuals and communities to "improve health outcomes." The language was revised to state that students "develop as public health leaders and health practitioners prepared to collaborate with communities and institutions to improve individual and population health."

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

- ☒ Student Research
- ☒ Student Leadership
- ☒ Internships, Co-ops, Career exploration
- ☒ Study Abroad
- ☐ Alternative Break tied to a course

Student research

Students can engage in community-based research for credit through an independent study course by working in small groups or one-to-one with faculty and community partners, as well as through community-based learning and research courses. The following are examples from 2017-2018.

1. Students in an independent research credit course collaborated with faculty members from the School of Science, Technology, Engineering, and Mathematics (STEM) and the School of Interdisciplinary Arts and Sciences (IAS) as well as the Lake Forest Park Stewardship Foundation. The project goal was to return kokanee salmon to a local creek through monitoring stormwater runoff and putting fish eggs in a remote site incubator.
2. Translating Scholarly Knowledge to Nursing Practice is a community-based research course that partners Bachelor of Science in nursing students, registered nursing students, and health care community partners. In collaboration, they provide comprehensive literature review and research insights in response to real-world problem statements provided by health care community partners.
3. UW Bothell's Office of Community-Based Learning and Research (CBLR) and the Office of Research are actively creating a co-curricular, community-based research digital badge in order to capture student participation in community-based research projects outside of credit-bearing opportunities (see more about the early stages of co-curricular digital badging at UW Bothell in III.B.2).

Student Leadership

Currently, community engagement is not integrated into for-credit student leadership activities or courses. However, a leadership minor committee has been actively meeting over the 2018-19 academic year, with the goal of launching the minor in the 2020-21 academic year. This year, the committee met with multiple community-based organizations and businesses to obtain community feedback on the development of the minor. The leadership minor committee proposed a culminating course involving applied student projects in collaboration with external organizations.

Internships

UW Bothell offers several internship courses for students seeking academic credit for internship experiences. The School of IAS course BIS 495 is a variable credit course, offered quarterly, that helps students link classroom education to practice-based learning in local organizations. It is a hybrid course combining in-person class meetings with online readings, reflections, and discussions. Students are asked to meet with a site supervisor to co-create a learning contract that meets student learning goals and the community partner's goals. Examples of completed BIS 495 internships include: digital media intern with Seattle Art Museum, Geographic Information System (GIS) intern with the City of Bellevue, restoration intern with Adopt a Stream Foundation, and juvenile detention intern with UPower.

Career exploration

UW Bothell's Career Services offers the BISSKL 250 Career Exploration Course taught by the Career Services team. Students from all schools enroll to read about, discuss, and reflect on the world of work, career options, and the process of selecting an academic and/or career path. The Office of CBLR facilitates a class session regarding the value of community engagement in career discernment. The Office of CBLR also host panels of UW Bothell graduates who share their experiences in post-graduate

service programs, such as AmeriCorps, EarthCorps, and PeaceCorps. Students also conduct informational interviews and have career conversations with industry partners.

Co-Ops

UW Bothell offers the Cybersecurity Co-op Program in partnership with T-Mobile. There are three primary components:

- 1. A cybersecurity internship with T-Mobile.
- 2. A fully funded cybersecurity certificate offered through UW’s Center for Information Assurance and Cybersecurity (CIAC).
- 3. Professional development coaching.

The co-op was developed based on UW Bothell’s and T-Mobile’s mutual interest to create professional development and social capital opportunities for students while also increasing and diversifying the professional pipeline to cybersecurity. UW Bothell’s Career Services and the Division of Advancement & External Relations hope to expand the model to other regional companies and industries. (See T-Mobile in III.E2. .)

Study Abroad

UW Bothell’s Global Initiatives offers study abroad opportunities that encompass international community-based learning and research projects. The following are two examples:

School of Nursing & Health Studies (SNHS) students, earn credit for community-engaged study abroad work in Guatemala. The course partners with Guatemala Village Health, a Seattle-based nonprofit that promotes health, education, and economic development in rural parts of Guatemala. In partnership with village leaders and Guatemala Village Health, students provide clinical care and health education.

In 2012, 2013 and 2018, UW Bothell students participated in a two-week service learning program with Ehime University in Japan. Students live together in rural villages on Shikoku Island to learn firsthand how the issues of ageing, low birthrate and degradation of the environment affect society and consider what can/should be done. See Ehime University in III.E.2.

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply and provide examples:

- X Graduate Studies
- X Core Courses
- X Capstone (Senior-level project)
- X First-Year Sequence
- ☐ General Education
- X In the Majors
- X In the Minors

Graduate Studies

Community engagement has not been integrated into graduate studies on an institution-wide level, but it has been integrated at the school and department levels.

- In the School of Business, master’s students in Applied Consulting, Management Consulting,

New Product Marketing, Market Intelligence, and Forensic Accounting for Fraud work with community partners in the public and private sectors on co-developed projects. 2017-2018 examples include Applied Consulting students collaborating with Boeing on operations and supply chain projects, and Forensic Accounting students collaborating with King County Prosecutors Office to support accounting fraud cases (see King County Prosecutors Office in III.E.2)

- In the School of Interdisciplinary Arts & Sciences, master's students in policy studies collaborate with community partners in the public sector through their practicum course, and master's students in the cultural studies program work with community partners in their core collaboration course. 2018-2019 examples include policy studies students working with the City of Bellevue through Livable City Year (see Livable City Year in III.E.1.1), and cultural studies students collaborating with the Seattle Library.
- In the School of Nursing & Health Studies, master's students in nursing engage in fieldwork with community partners, such as hospitals, public health departments, community clinics, etc.
- In partnership with UW Seattle, UW Bothell offers a Certificate in Public Scholarship for graduate students. Seminars and microseminars provide fellows with a background in the historical, political and intellectual foundations of public scholarship. Individual or collaborative practicum projects create a space for practical experiences with public engagement.

Core Courses

Community engagement has not been integrated with core courses on an institution-wide level, but it has been integrated at the school and department levels.

- Citizen Engineer is a core course for the mechanical engineering degree program. Students collaborate with a nonprofit to publish case studies in a public code innovations database that shares about high-standard green buildings that were successfully permitted as they pushed the boundaries of public codes.
- Applied Experience is a core course for the educational studies degree. Students complete 100 hours of community-based learning and research with a community partner over 1-3 quarters. Examples of placements include museum education, health promotion and education, school district level equity and diversity work.
- Population-Based Health in Community Practice is a core course for the nursing degree that matches students with community organizations to provide health outreach and educational support.
- Health Studies Fieldwork is a core course for the health studies degree. Students complete a minimum of 40 hours of community-based learning and/or research with a community partner. This can include direct service, advocacy, research, outreach/education, etc.

Capstones

Community engagement has not been integrated with capstone courses on an institution-wide level, but it has been integrated at the school and department levels.

- In the two-quarter mechanical engineering capstone, students design, develop, build, and test devices and processes in collaboration with community partners, such as 21 Acres (see 21 Acres in III.E2.).
- The three-quarter Restoration Ecology Capstone (REN) is a 20-year program engaging with restoration-community partners, such as Friends of North Creek Forest (see description REN in III.E2. and in article written about REN in III.C.3).
- Capstone courses in Interactive Media Design, Electrical Engineering, and Computer Science and Software Engineering have also used community-identified research/project problem statements (see Berger, A. scholarship in III.C.2).

First-year sequence (NO)

Community engagement has not been integrated with the first-year sequence on an institution-wide level, but faculty have been encouraged to embed community-based learning and research pedagogy when proposing new first-year sequence courses. The first-year course proposal form asks the faculty if the course is CBLR. If yes, they describe how the course involves community partners. Courses that embed CBLR and other high-impact practices are given higher priority.

Majors

Community engagement has not been integrated within majors on an institution-wide level, but it has been integrated at the school and department levels.

- Business Consulting and Project Management courses within the business administration major partner with local companies to develop project management plans and also consult on current organizational projects.
- The Education and Society course in the educational studies major provides students the opportunity to support local schools and tutoring programming.

Minors

Community engagement has not been integrated within minors on an institution-wide level, but it has been integrated at the school and department levels.

- The bachelors of science minors in health education and promotion as well global health each have courses that include community-based learning and research projects as a component of the curriculum. For example, Principals of Health Education and Communication is a core course in the health education promotion minor that engages partners in real-world health communication projects.

B. Co-Curricular Engagement

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

- X Social innovation/entrepreneurship
- X Community service projects - outside of the campus
- X Community service projects - within the campus
- X Alternative break – domestic
- ☐ Alternative break – international
- X Student leadership
- X Student internships
- X Work-study placements
- X Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- X Living-learning communities/residence hall/floor
- X Student teaching assistants
- X Athletics
- ☐ Greek life
- X Other (please specify)

Social innovation/entrepreneurship:

Refer to Question II.G.7.1 for UW Bothell programming in social innovation or social entrepreneurship.

Community service projects outside of campus:

UW Bothell has multiple co-curricular student clubs and organizations that are involved with community engagement projects off campus. The clubs and organizations are supported by staff and faculty advisors who help students reflect on community service projects. The Student Veteran's Association frequently partners with 21 Acres (see III.E2) for an Earth Day cleanup of the Veteran Healing Garden. Student members of UW Bothell's Beta Alpha Si contribute more than 100 hours of community service annually. They volunteered with Hopelink's Turkey Trot during the 2017-2018 academic year. During the same academic year, the Latinx Student Union ran a food drive to support the El Centro de la Raza Food Bank.

The UW Bothell Alumni Council sponsors a yearly Lend-a-Paw Day of Community Service whereby current students and alumni work together. The 2018 event supported the renovation of local American Legion Post 127.

Community service projects on campus:

Community service co-curricular projects on campus include:

1. Wetland restoration on the UW Bothell/Cascadia's campus.
2. Garden weeding.
3. Food donation drives for the Husky Pantry (UW Bothell food bank).
4. Awareness and promotion for BloodWorks Northwest mobile blood-donation drives.
5. Student volunteers assisting with the United Way Tax Preparation Station.
6. Student volunteers working with the Health Educators Reaching Out organization and

WithinReach program to raise awareness of student healthcare insurance options.

In addition to on-campus co-curricular service projects, multiple units within UW Bothell offer community-based learning and research for-credit experiences for students. This recognizes the fact that UW Bothell's campus community can also serve as a reciprocal partner between a course and institution.

For example, UW Bothell's Counseling Center provides health studies students course credit for fieldwork experience serving as members on the UW Bothell Suicide Prevention Committee. Students provide feedback and proposed methods to increase awareness of counseling center services. They also assist with social media campaigns to destigmatize mental health challenges.

Another example of available on-campus CBLR projects is the partnering of UW Bothell's grounds crew with environmental science students. Students earn course credit by working alongside the crew members. They learn about and research best practices in sustainable facility methods with an eye toward advancing UW Bothell's campus sustainability goals.

Since 95% of UW Bothell students are commuters, collaborations with campus partners further encourage students to build a sense of community and connection while simultaneously making a positive difference on campus.

Alternative break – domestic:

Alternative Spring Break (ASB) is organized by the Achieving Community Transformation (ACT) student organization. ASB is a student-led initiative that provides social and environmental justice service opportunities within the community during spring break. Each ASB experience involves a structured pre-reflection through assigned articles. Post-reflection is led by student leaders who help fellow students synthesize their experiential service-learning.

Student leadership:

Associated Students of UWB (ASUWB), UW Bothell's student government organization, provides student representatives to almost all campus committees and councils, including the Community Engagement Council. ASUWB includes a student position for community relations and a student position for government relations. ASUWB mobilizes students to advocate for higher education at the Washington State Legislature, takes the lead in promoting voter registration, and often engages in service experiences in the local community. ASUWB also engages with the Downtown Bothell Action Committee and the Woodinville and Bothell Chambers of Commerce to engage students with local small businesses, including developing a student discount program.

Husky Leadership Camp is a first-year experience for incoming students. The camps focus on leadership development as well as community and civic engagement opportunities offered both on and off campus.

Student internships:

UW Bothell Career Services support many regional co-curricular internships that entail community engagement. For example, Career Services partners with 21 Progress, a leadership development organization that supports young adults in claiming their place in building a more just society. A recurring community outreach specialist internship is available to UW Bothell students.

Work Study (NO):

Multiple UW Bothell students work at off-site regional work study placements, but there is no programmatic infrastructure or quality of reciprocity in UW Bothell's engagement with work study placements. Career Service and the Office of Community-Based Learning and Research have started initial conversations to envision institutional support for community partners and students at off-site work study placements.

Opportunities to meet with employers who demonstrate corporate social responsibility:

UW Bothell Career Services offers site visits, also known as treks, to students interested in networking with employers. Career Services asks employers to include their Corporate Diversity, Equity, and Inclusion (DEI) and Corporate Social Responsibility teams in the visit, thereby enriching the students' experience and conveying to UW Bothell's employer partners the university's dedication to diversity, equity and inclusion. Career Services staff facilitate student debriefings throughout the treks.

Living-learning communities (LLC):

The Living-Learning Communities (LLC) program is a joint partnership between UW Bothell's Division of Student Affairs and the First Year and Pre-Major Program (FYPP). It is open to all first-year students living in university housing. The theme-based communities focus on either science and technology or health and wellness. LLC students undertake entry-level, community-based learning projects in their third quarter of involvement. For example, students in the science and technology LLC created science myth-busting videos for exhibition at Pacific Science Center, an independent, non-profit educational center. The target audience was Pacific Science Center's corps of high-school interns. Integrated reflection is facilitated by the faculty throughout the LLC's community-based learning projects. (See Pacific Science Center in III.E2)

Peer instructors:

Discovery Core III is a learning community for first-year students that is held annually during spring quarter and led by peer instructors. The credit-bearing experience contains both on- and off-campus student engagement pathways and launches students into sophomore year.

Athletics:

Outdoor Wellness (OWLS) student leaders provide programming that involves outdoor activities and environmental restoration. OWLS recently partnered with Washington Trails Association to lead a group of students on a trail restoration service project.

Other:

UWAVE Radio is UW Bothell's campus-based, community radio station. UWAVE serves as a center for

community engagement, a hub for underrepresented voices and music, an environment for professional development, and a catalyst for social change. UWAVE invites local radio professionals to provide students with hands-on experience and training on radio industry standards, software, hardware, and practices. Students and community members have the opportunity to create their own media by hosting radio shows. UWAVE considers UW Bothell's campus at large as a "community" in which it aims to build engagement by giving students a creative outlet to voice their ideas, share cultures, and engage in critical dialogues. In fall 2018, UWAVE students offered two free community radio workshops at regional LPFM stations. The workshops were open to the general public.

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

No

B.2.1 Please describe the system used and how it is used.

No institutional co-curricular engagement tracking system is available at this time. UW Bothell has a three-year contract with a digital badging company to pilot digital badging as a model for co-curricular tracking. UW Bothell's first badges were recently developed for the Office of Information Technology's student worker training. A team with staff from the Office of Community-Based Learning and Research and the Division of Student Affairs will meet throughout the 2019-2020 academic year to develop the criteria for co-curricular community engagement digital badges.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

No

B.3.1. Please describe the pathways and how students know about them.

UW Bothell's co-curricular programming does not provide students with clear developmental pathways, but there are various, often complex forms of community engagement in which students can participate. For example, students early in their academic careers engage in employer events and classroom presentations through Career Services. Students also receive invitations to participate in living learning communities. After declaring a major, students undertake community-based internships, and/or, depending on their major, participate in a multi-quarter, community engagement capstone experience.

There is great potential for these programs to be organized within clear developmental pathways, which would make them more visible to students. UW Bothell currently has an active working group developing "major pathway maps" for students. Once these maps are created, co-curricular opportunities will be integrated into the pathways. In addition, with the creation of co-curricular community engagement digital badges, there will be badges that represent varying degrees of community-engagement complexity. For example, there could be a "service" badge awarded to students for completing a set number of service hours. Another example is an "advocacy" badge that rewards students for working in collaboration with a community partner focused on advocacy. To earn the badge, the student would need to demonstrate skills around public outreach, community organizing, and lobbying.

Furthermore, in addition to varying areas of expertise, badges could designate levels of service. For example, a "service" badge encompasses entry-level skills in community engagement, whereas an "advocacy" badge encompasses more advanced community-engagement skills.

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

UW Bothell staff are involved in community-engaged activities connected to curricular and co-curricular community engagement. Below are six examples of staff scholarship spanning 2015-2019 .

1. Adams, K., Porter, I. "Hybrid/Online Community Engaged Courses." ADP/TDC/NASPA Civic Learning and Democratic Engagement Conference, June 2015, New Orleans, LA. Lecture.

The staff/faculty pair presented about the learnings and operationalization of hybrid and online community-based learning courses at UW Bothell. The course models created more time and flexibility for students to engage in community and place-based learning off campus.

2. Christian, G., Brown, B., Kabel B., "Restorative Justice in Recreation: Using a Restorative Justice Approach in Rec and Well Incidents." NIRSA Conference, April 2016, Gaylord Palms, FL. Lecture.

Three UW Bothell Division of Student Affairs staff members presented a community-based restorative justice model that created an opportunity for healthy student-conflict resolution.

3. Mitchell, K. "Advising Inside and Outside: Engaging and Empowering Students in Prison." NACADA: The Global Community for Academic Advising Region 8 Conference, March 2019, Calgary, AB. Lecture.

The UW Bothell academic advisor's presentation explored avenues to empower students while they are incarcerated and experiencing higher education on "the inside." The presenter volunteers as an academic advisor for incarcerated students at a regional detention center.

4. Rand, J. "Transfer Students: Build Internship Awareness at the Start." Cooperative Extension & Internship Association (CEIA), April 2017, Denver, CO. Lecture.

A UW Bothell Career Services staff member's presentation highlighted how targeted programming can increase transfer students' awareness of internships and their benefits, as well as dispel common myths about internships that may hold transfer students back from pursuing them.

5. Sung, K., Gourd, K., McMahon, A., Monsoor, K., & Gaggero, R. "A Collaborative Course for Learning How to Teach Summer Java Coding Camps." CS for All Conference, February 2018 , Baltimore, MD. Lecture.

UW Bothell faculty/staff group presented regarding the development of a UW Bothell summer coding camp. Presentation discussed the challenges in organizing and offering a camp, such as recruitment of instructors and campers, camp management, finances, and curriculum development. The lecture addressed challenges by engaging a non-profit summer camp provider, Pacific Science Center (PSC), to handle camp logistics; and offered a new course for students with backgrounds in computer science (CS) or education (ED) to learn to teach Java programming and develop a curriculum appropriate for middle school aged campers.

6. UW Bothell Student Engagement and Activities Team. "National Voices of Inclusion Medallion."
Submitted April 15, 2019

March 2016, American College Personnel Association (ACPA), Montreal, Quebec. Award.

UW Bothell's Student Engagement and Activities team won the ACPA College Student Educators International "National Voices of Inclusion Medallion" for its work on Identify, Dialogue, Expression, Action (IDEA) Project programming. The IDEA space and programming is a home to student engagement around social justice, community organizing, and diversity and equity. The UW Bothell campus IDEA space is often used to meet with community partners who volunteer as guest speakers and provide workshops to student clubs and organizations.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

UW Bothell faculty members regularly publish on the scholarship of teaching and learning as it relates to questions of community engagement. Below are ten examples of faculty scholarship spanning 2015-2019:

1. Bartha, M., and Burgett, B. "Why Public Scholarship Matters for Graduate Education." *Pedagogy*, vol. 15, no. 1, 2015, pp. 31-43. Co-authored by UW Bothell staff and faculty. The authors argue for a reorientation of graduate curricula and pedagogy through publicly engaged forms of scholarship.

2. Berger, A. S. "A Consulting Engineering Model for the EE Capstone Experience." American Society for Engineering Education (ASEE) Annual Conference & Exposition, June 2017, Columbus, Ohio. Conference.
Lecture and paper focus on UW Bothell's Electrical Engineering Capstone experience featuring community-based educational activities.

3. Berliner, L. and Krabill, R. *Feminist Interventions in Participatory Media: Pedagogy, Publics, Practice*, Routledge, 2018.

Co-authored by two UW Bothell faculty members. Further contributions from Nancy Change, director of Reel Grrls, a UW Bothell community partner.

4. Carlisle, SK., Gourd, K., Rajkhan, S., Nitta, K. "Assessing the Impact of Community-Based Learning on Students: The Community-Based Learning Impact Scale (CBLIS)." *Journal of Service-Learning in Higher Education*, vol. 6, 2017, pp. 4-22.

Authored by three UW Bothell faculty members. An overview of the development, pilot implementation, and results of a Community-Based Learning and Research Impact Scale instrument developed at UW Bothell.

5. Early, J., and G. Lasker. "Strengthening Communities of Inquiry Online and Offline: Exploring the Benefits and Challenges of Including Service-Learning in a Fully Online Women's Global Health Course." *Pedagogy in Health Promotion*, vol. 4, no. 3, 2017, pp. 218-226.

Co-authored by two UW Bothell faculty. Findings and lessons learned from pilot project that explored impact of online service-learning on community of inquiry measures.

6. Flener-Lovitt, C., Cook-Shinneman, A., Adams, K. "Building Scientific Communication Skills Through 'Mythbusters!' Videos and Community Engagement in Chemistry Education." American Chemical Society, Forthcoming 2019.

Authored by two UW Bothell faculty members and one staff member regarding a first-year STEM Living Learning course collaboration with the Pacific Science Center.

7. Jung, JK. "Mapping Communities: Geographic and Interdisciplinary Community-Based Learning and Research." The Professional Geographer, vol. 70, no. 2, 2017, pp. 311-318.

Discusses ways in which impacts of "geographic" community-based learning and research transcend boundaries of the discipline of geography and contribute to the practice and theory of civic engagement.

8. Shayne, J., Hattwig, D., Ellenwood, D., Hiner, T. "Creating Counter Archives: The University of Washington Bothell's Feminist Community Archive of Washington Project." Feminist Teacher, vol. 27, no. 1, 2016, pp. 47-65.

9. Berger, D., Donea, M., Hattwig, D., Roland, R. "A Counter-Archive of Imprisonment: The Washington Prison History Project." Public: A Journal of Imagining America, vol. 5, no. 2., forthcoming 2019.

Both Shayne and Berger articles are co-written with UW Bothell librarians and faculty, focusing on the library community digital archives.

10. Watson, D., Hagopian, J. Au, W. Teaching for Black Lives. Rethinking Schools, 2018.

Authored by one UW Bothell faculty. Chapters include local community activists and teachers as authors.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

Below are nine examples of faculty scholarship spanning 2013-2019:

1. Ali, A. "Trigger Warnings: Performing in Times of War and Peace." Palestinian Performing Arts Network (PPAN) Impact of Arts on Communities/Societies Conference, 2018, Ramallah, Palestine. Lecture.

Presentation to assess the impact of performing arts as a powerful tool to engage communities in various levels of social, political, economic, and educational change.

2. Collins, C., et al. Real Change Readership Report, 2018.

Report was created by an interdisciplinary collaboration of faculty and students from multiple schools in response to a research question about readership data posed by Real Change newspaper, a UW Bothell

community partner.

3. Hintz, A., et al. "Innovations in Improving Mathematics Instruction: One School's Story of Implementing Job-Embedded School-wide Professional Development." Washington State Kappan, vol. 6, no. 2, 2013, pp. 7-11.

Co-authored by UW Bothell faculty and multiple K-12 teachers. Describes a school-wide model for professional development being implemented at high-needs elementary schools in Washington.

4. Naranjo, J. M., and R. Clifford. (2018). "Researcher-Practitioner Partnerships in College and Career Readiness For All." Washington Educational Research Association Research-Practice Partnership Symposium, December 2018, Seattle, WA. Lecture.

Authored by faculty and community partners, the presentation included information from across the Everett School District on how teachers approach the work of preparing students with disabilities for college and careers.

5. Duvvuri, Sri D. "Multivariate Analysis of Consumer Preference Structures Across Multiple Categories". INFORMS Marketing Science Conference, June 2018, Temple University, Pennsylvania, PA. Lecture.

Research data was compiled by Molbak's, a regional nursery, along with a UW Bothell member, and students via multiple community-based learning business courses. Study helped Molbak's enhance their scanner panel sales valuation with customer experiences.

6. Turner, R. "Mapping Stormwater Runoff Infrastructure for the City of Bothell." Washington Center Curriculum for the Bioregion Geoscience Learning Community Conference. 2013. Northfield, MN. Lecture.

Describes a hydrogeology course that mapped the flow of stormwater runoff on newly developed or altered properties in the City of Bothell. The results were shared with the City of Bothell via a written report and oral presentation.

7. Trapido, D., Ottinger, J., et al. 2018 Greater Seattle Innovation Ecosystem Guide. Cambia Grove, 2018.

School of Business Master of Business Administration faculty and students collaborated with "Innovate Leadership Network" to map Seattle's innovation ecosystem. Published guide and the 2018 Greater Seattle Innovation Economy Report Card.

8. Tzou, C.T., Bell, et al. "Building Expansive Family STEAM Programming Through Participatory Research. Reconceptualizing Libraries: Perspectives from the Information and Learning Sciences, edited by V.R.Lee and A.L. Phillips, Routledge, 2019, pp. 56-77.

Book chapter, co-authored with local libraries, describes a research project to design equity-focused, family-based engineering learning environments in libraries or community settings.

9. Wood, JK., et al. "Analysis of Factors Driving Success in Ecological Restoration Projects by a University-Community Partnership." Ecological Restoration, vol. 35, no. 1, 2017, pp. 60-69. Study examines 20 years of restoration projects led by UW Bothell students with community partners, highlighting importance of specific elements of restoration design and implementation and long-term stewardship.

D. Community Engagement and other Institutional Initiatives

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

D.1.1. Please describe and provide examples:

Interweaving community engagement (CE) and diversity initiatives is critically important to UW Bothell given its commitment to building a campus that is both equitable and inclusive. In the 2015 campus-wide Diversity Action Plan (DAP), diversity-related CE was identified as one of the focus areas, with the following explanation:

"This prioritization includes issues related to community-based learning and research (on and off campus), student recruitment/retention/success, and advancement and alumni. These efforts need to be assessed and prioritized in relation to the emerging goals for diversity across campus."

The prioritization was further echoed in the 2016 CE Task Force's recommendation "to strengthen the intersection between community engagement and diversity to ensure deep collaboration."

With the goal of operationalizing diversity and inclusion goals within community-based learning and research (CBLR), the Office of CBLR reviewed each DAP recommendation to identify areas of existing alignment and gap areas where the Office of CBLR can be in greater alignment. For example, the Office of CBLR aims to strengthen relationships with community partners whose mission align and/or work with historically marginalized populations as identified in the DAP.

The CE Council works closely with UW Bothell's Diversity Council. A collaborative approach ensures that the groups are strategically aligned. Outcomes include partnering efforts to bring speakers to campus. It has also inspired adjustments to the CBLR Fellows Program to explicitly make equity, diversity, and inclusion part of the foundation for all faculty and staff CE development.

Two community engaged projects that contribute to the institution's diversity and inclusion goals include the UW Bothell library's digital community archives and the Diversifying Pathways Project.

The library's digital collections were developed by library staff, students, faculty, and collaborating UW Bothell departments (see scholarship III.C.2.). Three of five digital archives feature the narratives of community members and organizations, such as the Community Voices Archive, Feminist Community Archive, and the Northwest Prison Archive.

The Feminist Community Archive documents and preserves work and history of feminist social justice organizations in the City of Bothell and Puget Sound region. For the past four years, a UW Bothell women and gender studies course worked with grassroots gender organizations to document their work. The Washington Prison History Project Archive provides researchers, policy-makers, students, and others with historical artifacts and documentation regarding the ongoing realities of mass incarceration in Washington and the Northwest. The library archives exemplify the intersection of CE, diversity, and inclusion.

The Diversifying Pathways Project (described in III.E2) is a partnership between UW Bothell's School of Educational Studies, School of Nursing & Health Studies, Marysville School District, Everett Community College, and Everett School District. The collaboration's goal is to develop and sustain a cross-

institutional partnership that supports seamless student pathways into teaching and healthcare careers. Target student demographic is north Puget Sound residents from under-represented communities. The Diversifying Pathways Project works to reduce barriers within and across individual partner organizations through strengthened collaborations and cross-institutional program design. The project highlights UW Bothell's commitment to broader pipeline access and equity CE work.

D.2. Is community engagement connected to efforts aimed at student retention and success?

Yes

D.2.1. Please describe and provide examples:

UW Bothell's Office of Community Based Learning and Research (CBLR) and Career Services are located in the Student Success Center (SSC). To enhance student learning, professional and student staff in the SSC, serve UW Bothell students by connecting them to answers, programs, resources, and support across campus. CBLR and Career Services' physical location in the SSC affirms the impact of community-engaged learning on student retention, engagement, and success. SSC also houses Pre-Major Academic Advising, Global Initiatives, and the Student Diversity Center. SSC is part of a coordinated care network that provides students with referrals and connections to programs and services from the campus library, counseling center, tutoring, advising, orientation and transition programs, and the activities and recreation center.

Another aspect of community engagement efforts aimed at student retention and success are UW Bothell's institutional relationships with college-access nonprofits, such as College Access Now, College Success Foundation, and Washington Opportunities Scholarship. Approximately 250 UW Bothell students are supported by these organizations prior to enrolling at UW Bothell and/or throughout their four years as matriculated students. Such partnerships support students in being able to stay in school and both pursue and achieve their educational goals. College Access Now and Washington Opportunities Scholarship hold office hours in the Student Success Center. Admissions staff also present workshops to high school students working with these organizations. Additionally, through CBLR courses, UW Bothell students are offered community-based learning and research opportunities to support the organizations.

In 2016, the Office of CBLR and Global Initiatives, with support from the Office of Institutional Research, launched an initiative focused on advancing the university's understanding of student participation in high-impact curricular practices, including community-engaged learning courses. The intent of the data collection process was to establish a data set that enabled ongoing and systematic assessment regarding the impact of community-engaged learning and other high-impact practices on student retention, engagement, and success. The initial data set was analyzed using demographic variables of race, gender, Pell-grant eligibility, and academic major. The next layer of analysis will involve analyzing degree completion rates in relation to participation in high-impact curricular practices.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

Yes

D.3.1 Please describe and provide examples:

The Human Subjects Division (HSD) is the core of the UW's Human Research Protection Program and manages four Institutional Review Boards (IRBs) that review and oversee UW human subject research

for all UW campuses. Specific guidance on engagement includes an “Engagement Worksheet” that helps researchers determine the level of engagement of various partners. UW regularly offers online and in-person training in human subject protections, good clinical practices, and responsible conduct of research. This includes engagement with community research participants.

UW IRBs must include “at least one member who is not otherwise affiliated with the UW and who is not part of the immediate family of a person who is affiliated with the UW.” These IRB members bring the voice of the research participant to the table and plays the role of a community representative to provide guidance on how to best engage with and protect research participants. IRBs must also be:

"Sufficiently qualified through the experience and expertise of its members, and the diversity of the members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote complete and adequate review of research activities commonly conducted by UW researchers. This may include the participation of a consultant with specific expertise."

Furthermore, the responsibility of IRB members encompass:

"When reviewing research involving a vulnerable population (such as children, prisoners, pregnant women or handicapped or mentally disable persons), the IRB includes one or more members who are knowledgeable about and experienced in working with these subjects, or draws upon an expert consultant for this purpose."

The regulations are in place to engage participating communities in setting and enforcing best practices for researchers working with the community’s resident populations.

IRB protocol explicitly asks researchers whether they will involve tribal communities and/or subjects in their research. Protocol dictates that tribal approval (e.g. through an independent tribal IRB) is expected before research begins. The HSD reviews all IRB applications in teams. A specific team is devoted to reviewing tribal-related research, and is comprised of individuals with relevant subject-matter expertise regarding best practices in tribal-related research.

When helpful, the HSD refers those pursuing tribal-related research to other researchers who have extensive subject-matter expertise and experience and who can provide feedback on study design, cultural and ethical considerations, etc.

The UW HSD and IRBs provide guidance to all UW campuses regarding human subjects protections. The Engagement Worksheet, regular training, and community representation via the IRBs, provides UW researchers with guidance in designing and implementing safe and ethical community-engaged research.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

The executive director (ED) of research strategy for broad impact, whose position is funded through UW Bothell’s Office of Research, provides support for those seeking federally-funded grants. The ED helps principal investigators translate faculty and student research activities into meaningful

community experiences during the proposal process and after grants are awarded. This person also works with faculty members and representatives of community organizations to co-develop menus of broader-impact activities tailored to each faculty member's research proposal. Once funded, the ED helps faculty implement the proposed broader impact activities by facilitating the relationships between the community organizations and UW Bothell faculty and students.

The ED also serves on UW Bothell's Community Engagement Council and maintains relationships with representatives of local, state, and national organizations from multiple community sectors. These efforts engage faculty, students, and community members in translating research into mutually beneficial experiences.

The ED works with faculty members to create Broader Impact Legacy narratives in which each faculty member articulates how they intend to engage with and change the community through research, teaching, and community partnership/service. As more faculty members create narratives in collaboration with existing and prospective community partners, the Office of Research maximizes community engagement by connecting faculty members and community partners across all UW Bothell schools as well as fostering interdisciplinarity and collective impact.

These legacy-based connections across disciplines are reflected in the broader-impact activities that principal investigators include in their proposals for federally funded grants. The coordination of broader-impact activities that are proposed also allows for aggregation of those that are funded into interdisciplinary community experiences of maximum collective impact.

The ED is a co-principal investigator on the National Science Foundation funded Advancing Information STEM Learning (AISL) grant entitled Partnerships for Broader Impacts Design (BID). This three-year project will create a toolkit to assist universities and informal science education organizations (ISEs) in developing robust institutional partnerships through collaborative design of education-based Broader Impacts (BI) experiences.

The project builds on the successful Portal to the Public framework, a national public engagement training program for scientists. The project centers on the experimental development of BID teams that function across organizations within each partnership. Led by the Institute for Learning Innovation, the project is a collaboration between Cornell University, Oregon State University's Center for Research on Lifelong STEM Learning, Pacific Science Center (PSC), Sciencenter, UW Bothell, University of Wisconsin-Madison and the Wisconsin Institutes for Discovery. See Pacific Science Center in III.E2.

The project will help universities and ISEs develop lasting BI-focused partnerships with core team members – one at the university and one at ISE – who are well versed in BI, supported by their institutions, and familiar with their partner institutions' culture and priorities. The tools that emerge from this project are expected to be applicable to partnerships between universities and organizations other than informal science education institutions.

D.5. Does the institution encourage and measure student voter registration and voting?

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

Numerous institutional and student-organized events and initiatives occur on an ongoing or annual basis to encourage student voter registration and voting in both campus and, public elections.

In support of on-campus student elections, Associated Student Government of the University of

Washington Bothell (ASUWB) and Student Affairs produces print and digital marketing materials to promote voting.

To encourage student participation in federal, state, and county elections, ASUWB organizes an annual fall voter registration drive in partnership with King County Elections and community organizations, such as The Washington Bus and the Washington Student Association. As part of student class registration, UW Bothell's Orientation and Transition Program informs new students on how to register to vote on campus and in general elections. In addition, UW Bothell's Government & Community Relations Office organizes candidate forums open to the campus and public.

In collaboration with ASUWB, members of two student groups, Achieving Community Transformation (ACT) and Social Justice Organizers (SJOs), receive training to encourage student voter registration. Each autumn, these student organizations inform students regarding the importance of voting and what it means to be an "active citizen." This is achieved through tabling on campus with voter registration forms provided to eligible students. If students are unable to register to vote, ACT/SJO/ASUWB members encourage them to become involved on campus and spread the word about the importance of voting.

UW Bothell has not previously assessed the impact of efforts aimed at increasing voter registration and voter participation in local, state, and federal elections. To address this gap, UW's three campuses, Bothell, Seattle and Tacoma, joined the National Study of Learning, Voting and Engagement overseen by the Institute of Democracy & Higher Education at Tufts University. In 2019, UW Bothell will receive a report based on their participation that details student registration and voting rates and establishes baseline data on voter registration and participation. The report will provide the campus with actionable intelligence through the examination of correlations between voting and specific student learning experiences. The data also will be used to help assess the impact of future campus-wide initiatives.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

UW Bothell actively promotes discussions of controversial issues through co-curricular programming. The Social Justice Organizers (SJOs), a student organization in Student Engagement & Activities, hosts Dine & Dialogue events several times per academic quarter. These intergroup dialogues bring students together to discuss topics related to social justice, such as racism, sexuality, the Second Amendment, religious oppression, biodiversity, and intersectionality.

An example of a 2017 Dine & Dialogue is "Existence is Resistance: Intersectionality and the Fight for Palestinian Human Rights." The SJO's invited a representative from the Corrie Foundation for Peace and Justice to speak on their application of activism through movements such as Boycott, Divest, Sanctions (BDS). The speaker also offered participation suggestions to encourage student activism and involvement.

In 2017, the Community Engagement Council was awarded a \$5,000 "Bridging Theory to Practice" grant from the Association of American Colleges & Universities. The goal of the grant has been to seed

a series of five dialogues exploring the greater civic purpose of higher education. An example of a past dialogue included students, faculty, staff, and community partners envisioning the broader purpose of higher education toward more concrete goals of equity, inclusion, and community engagement. A second dialogue was facilitated by 21 Progress, a UW Bothell partner and leadership development organization that supports youth and young adults in claiming their place in building a more just society.

Through curriculum engagement, UW Bothell faculty members provide classroom space and online opportunities for students to discuss controversial social, political, and ethical issues as a component of for-credit community engagement. As an example, the UW Bothell course “Visual Cultures of Southeast Asia and Its Diaspora: Objects As Story Tellers” partnered with the Burke Museum of Natural History and Culture. Faculty members guided students to critically reflect on the social, political, and ethical implications of museum displays through the lens of decolonization theories. The resulting student research and theories were used to inform how the museum displays cultural artifacts in its new building site.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?

Yes

D.7.1. Please describe and provide examples:

UW Bothell campus offers curricular and co-curricular programming in social innovation and entrepreneurship that reflect the principles and practices of community engagement. As stated in UW Bothell’s community engagement mission, community engagement opportunities are focused on building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the north Puget Sound region and Washington.

The School of Business’s Leadership and Technology Master of Business Administration programs both require a “Leadership and Social Responsibility” course that can be paired with a minor in social entrepreneurship. These programs emphasize experiential learning through interactions with business leaders and entrepreneurs. Corporate executives share real-life insights as well as acting as mentors to UW Bothell students. As a result of the interactions, students are able to view the world through the lens of a business leader, learn from the experiences of businesses, and create practical paths to success.

UW Bothell students are able to participate in several student innovation competitions organized by UW Seattle’s Buerk Center for Entrepreneurship. For example, the Dempsey Startup Competition, founded in 1998 and originally named the UW Business Plan Competition, provides real-world experiences for student entrepreneurs, promotes student ideas, and presents new venture creations to the entrepreneurial community. Participating in the Dempsey Startup gives students practice in the dynamics of venture creation through developing ideas, assembling founding teams, writing business plans, and presenting to investors. In fact, many ideas that started as Dempsey Startup class projects evolved into start-up companies. The Dempsey Startup Competition is open to undergraduate and graduate students at colleges and universities across the Washington State.

The Accelerating Social Transformation (AST) 3-day Certification Program is an immersive experience open to local leaders and engaged community members who want to learn new approaches to social development and philanthropy. Participants learn how to accelerate social transformation by effectively

combining innovative solutions with technology and policy. To better understand how to manage social development in an ever-changing environment, participants make site visits to regional organizations, such as Microsoft, PATH, and the Bill & Melinda Gates Foundation. The AST certificate is offered through UW Bothell's School of Business and UW Seattle's Evans School of Public Policy & Governance in partnership with the Catalytic Innovators Group.

E. Outreach and Partnerships

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply and provide examples:

- X Learning centers
- X Tutoring
- ☐ Extension programs
- X Non-credit courses
- X Evaluation support
- X Training programs
- X Professional development centers
- X Career assistance and job placement
- X Other (please specify)

Learning Centers

The Goodlad Institute for Educational Renewal is founded on the belief that ongoing local renewal is key to effective schools. Working with a network of school-university partnerships, the institute studies and supports projects that engage communities in long-lasting educational renewal. It uses the results to help refocus national conversations about what makes a "good school" and how to realize that goal . The STEM Research group conducts research on supporting STEM-linked identities in young people by studying the design of learning environments that connect everyday activities and cultural and linguistic community resources with technology-enhanced STEM learning. In collaboration with partner organizations, the group also designs curriculum resources and conducts professional development for STEM teachers and informal practitioners.

Tutoring

UW Bothell students enrolled in a community-based learning and research courses in Educational Studies provide tutoring support to adults and children in many community organizations and schools throughout the region. The organizations include: Center for Human Services, East African Community Services, Youth Tutoring Program, North Star Mentorship Program, Meadowbrook Community Care, AVID programs, Literacy Source, and local school districts.

Non-Credit Courses

The UW ACCESS program waives tuition for Washington residents if they are 60 years or older, and wish to attend classes as an auditing student. The ACCESS program applies to all of UW's three campuses at Bothell, Seattle, and Tacoma.

Evaluation Support

Local organizations contact UW Bothell for evaluation and assessment of their programs. Evaluation support is provided to community organizations through faculty and student research teams.

Many evaluation support projects are organized through Livable City Year (LCY), an initiative supported by UW's three-campus network which connects local governments with UW classes to advance livability and sustainability projects. Two LCY evaluate support projects connected the City of Bellevue with UW Bothell faculty members and students. Both projects were completed through a UW Bothell business consulting course and the Interaction Media Design (IMD) program. The business consulting course offered strategic planning for Startup 425, small business development program for the Cities of Bellevue, Issaquah, Kirkland, Redmond and Renton. The cities are considering ways to evolve Startup 425 into a self-sustaining program.

Contributions from UW Bothell's IMD program included design ideas for the City of Bellevue's website that were shared with the city's information technology manager. Ideas were based on research identifying patterns of browsing behavior from which students created a "persona," an imaginary person based on aggregate information. It was subsequently used to predict and evaluate typical pathways of website use.

Training Programs

The Lake Washington Watershed Teen Internship Program (LWWIP), facilitated by the Pacific Science Center (PSC) (see III.E2.), is based at UW Bothell's campus and wetlands. LWWIP assists teens in becoming informed stewards of their local community through hands-on learning, restoration, stream monitoring, and outreach. Through community-based learning, research courses, and undergraduate research, UW Bothell students assist PSC program leaders in preparing curriculum, facilitating reflection, and conducting wetland experiments. UW Bothell students serve as role models for high school interns who then mentor elementary school students participating in after-school programs.

Professional Development Centers

Leadership Development for Educators (LEDE) is a partnership between UW Bothell's School of Educational Studies, regional school districts, the Center for Strengthening the Teaching Profession, and the UW Center for Educational Leadership. LEDE supports instructional leaders and helps them document their learning in ways that contribute to requirements for both the Master of Education degree and Residency Administrator Principal-Certification program.

Career Assistance and Job Placement

Career Services offers consultation and resources to local organizations interested in hiring UW Bothell interns. Many smaller organizations do not have a formal internship program and seek support on the creation of position descriptions as well as making recruitment, hiring, and compensation plans. Recent partner organizations receiving internship support from Career Services include the City of Bothell, Public Works Department and Homeward Pet Adoption Center.

Other

United Way Benefits Hub and Free Tax Prep

The Benefits Hubs offers UW Bothell students community resource connections, financial assistance, enrollment in benefits, scholarship assistance, healthcare enrollment, food and utility assistance, reduced fare bus passes, financial coaching, emergency assistance, and free tax preparation. A Benefits Hub AmeriCorps member supports UW Bothell to be a host site for United Way Tax Preparation. The AmeriCorps member arranges conference room space and computers, manages internal and external outreach, and trains student volunteers to run the tax clinic. Students from the Beta Alpha Psi (BAP) accounting club serve as core volunteers for tax preparers. Other students serve as intake and benefit volunteers, which support students and community members as they prepare their taxes and seek connections to public benefits. The local Northshore Senior Center organizes bus rides from their center to UW Bothell's tax site to ensure the community's senior population also benefits from the outreach and tax preparation assistance.

Space Public Outreach Team

A STEM faculty member oversees a Space Public Outreach Team (SPOT), group of UW Bothell students who are trained to conduct public outreach on space education. In the summer, the SPOT students provide interactive presentations on “What Black Holes do at Recess” to K-1st grade students at Pacific Science Center camps.

Campus Research Connections

The Office of Research sponsors a quarterly research and creative practice talk by UW Bothell faculty and their community research collaborators. The talks previously took place on campus, but are now hosted off-site at community partner spaces, such as public libraries, city hall, poetry spaces, etc., to increase community accessibility. For example, “The Story of Our Waters” was a 2017 Campus Research Connection event presented in collaboration with an environmental science UW Bothell faculty member, Sno-King Watershed Council, and the City of Bothell. The research talk was held at Bothell City Hall and was attended by individuals representing multiple sectors.

Pub Night Talks

UW Bothell partners with McMenamins Anderson School, located in Bothell, to present Pub Night Talks, a monthly presentation series featuring UW Bothell and/or community experts. The talks mutually align with UW Bothell’s goal of “breaking down classroom walls and bringing UW Bothell to the people” and McMenamin’s mission to renovate historical properties for public enjoyment. McMenamins hosts historical events at many of its sites across Oregon and Washington, but Pub Night Talks marks the first partnership with a university. The talks are free and open to the public. They are very successful and have attracted audiences as large as 100-200 people. The series was featured in the winter/spring 2019 issue of *UW Bothell* magazine. A faculty presenter was quoted expressing her view that such community engagement fulfills the “flat-out ethical responsibility” she has to translate academic work to the benefit of society. UW Bothell’s Chancellor contributed to the story that, “Pub Night Talks address an aspect of ‘lifelong learning’ for our community, and it’s one of the many innovative ways UW Bothell connects with the community.”

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply and provide examples.

- X Cultural offerings
- ☐ Athletic offerings
- X Library services
- X Technology
- X Faculty consultation
- ☐ Other (please specify)

Cultural Offerings

College Awareness Day

Supported by UW Bothell’s Office of Admissions, the conference focuses on diversity, access, and inclusion for high school students. High school students connect with UW Bothell students, staff, faculty, and community leaders to celebrate racial and ethnic identities as well as discuss the importance of diversity in education. College Awareness Day includes a college fair plus mock college classes and workshops hosted by UW Bothell affinity groups. Groups include: Asians Connecting and Empowering Students (ACES), Black Opportunity and Leadership Day (BOLD), Día de Avanzando Latinx en Educación (DALE), Pacific Islanders Pursuing Education (PIPE), and Reaching American Indian Nations (RAIN).

Annual Equity and Inclusion Conference

UW Bothell actively engages local, state, and regional partners to co-design the conference agenda and facilitate sessions. In 2018, employees of a partner organization, such as T-Mobile, were on the planning committee along with faculty, staff, and alumni. See T-Mobile in III.E2.)The conference included the Create the Change student competition, which challenged students to carry out a project in the areas of equity and inclusion. Total attendance for 2017 was over 350, and approximately 20% of attendees were community members and partners. The Office of CBLR invites all community partners actively working with CBLR courses to attend free of charge.

Library Services

UW Bothell’s Campus Library is part of the University of Washington Libraries, and serves the students, faculty, and staff of both UW Bothell and Cascadia College. Visitors have access to all UW Libraries resources, limited email access, and fee-based printing using the Guest Research Stations. The computer workstations are for use by visitors with academic purposes. The workstations provide access to databases and online resources licensed by the University Libraries, limited email access, and internet access to all website extensions.

During the academic year, the UW Bothell library participates in the Northshore School District (NSD) Adult Transition Program (ATP) (see III.E2.). The library provides unpaid internships to young ATP adults with disabilities. The NHS access services manager is currently working to grow the program by introducing school site visits and developing deeper relationships and connections between library staff, Northshore teachers, and coaches.

Faculty Consultation

Faculty consultation takes many forms at UW Bothell. For example, mock college classes for local school districts focus on increasing college access for underrepresented communities. Other efforts are represented in consulting work for a local, nonprofit newspaper's readership survey report (see III.C.3). Consultation work has also been provided for grant writing efforts by a local stewardship foundation in support of water quality and salmon restoration. Many UW Bothell faculty provide consultation to community partners in connection to UW Bothell courses, service and/or scholarship. Sometimes consultation is embedded as part of community-based learning and research courses. This offers the additional benefit of providing students opportunities to learn through real-world situations while simultaneously supporting community partner efforts.

E.2. Partnerships

This section replaces the previous “partnership grid” with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships).

21 Acres	
Project/collaboration	Multiple
Organization name	21 Acres
Point of contact	Krystal Wasson
Institutional partner	Schools of Interdisciplinary Arts & Sciences (IAS), Science, Technology, Engineering Mathematics (STEM), Educational Studies (SES), Nursing and Health Studies (SNHS), Business, Office of CBLR, Sustainability Office, Career Services, CE Council.
Purpose of collaboration	<p>21 Acres, a farm located a few miles from UW Bothell, is a center for education and collective action related to sustainable agriculture. With a bike path connecting the farm to campus, 21 Acres and UW Bothell are well aligned in partnership around their shared educational mission and mutual values and commitments to sustainability.</p> <p>In the School of Interdisciplinary Arts and Sciences (IAS), multiple environmental science faculty and students work on sustainable agriculture research and direct service projects through community-based learning and research courses. Example roles and projects include sustainable practices associate, soil assessment, research project assistant, youth garden assistant, wetland restoration, culinary assistant, and roof garden designer. An IAS faculty member who specializes in bee ecology volunteered consulting advice when 21 Acres started keeping bees. In 2018, IAS awarded 21 Acres with the first ever IAS Outstanding Partner Award. Former Director of Operations, Kurt Sahl wrote, <i>“We would be remiss if we didn’t acknowledge and honor the efforts behind the community engagement initiatives on which these opportunities rely. Nothing would happen without a committed staff and faculty who believe in the value of external partnerships, and support to make it all happen. On our campus our partnership with UW Bothell is truly valued.”</i></p> <p>In STEM, multiple mechanical engineering courses have supported climate reduction projects for 21 Acres. The mechanical engineering capstone course has completed four years of “design to build” projects with 21 Acres.</p>

	<p>Interactive Media Design students collected feedback from the public who attended 21 Acres “Bee Sweet Day” on an app the students were developing to educate the public on the importance of bees.</p> <p>In the School of Business, project management courses have assessed the impact of 21 Acres’ outreach events.</p> <p>Multiple student clubs and organizations also collaborate with 21 Acres. For example, the Achieving Community Transformation student organization has led Alternative Spring Break agriculture service projects at 21 Acres. The student Veteran group led service projects connected to the Veterans garden at 21 Acres. The alumni organization hosted their large Lend-a-Paw day at 21 Acres, where alumni volunteer to build community and give back.</p> <p>21 Acres also supports sustainability events on campus at UW Bothell. They are a popular table at UW Bothell’s Earth Day sustainability fair. 21 Acres collaborated with the City of Bothell, Eastside Audubon, and UW Bothell on the Crow Festival open to the public at UW Bothell.</p>
Length of partnership	11 years
# of UWB faculty Involved	13 faculty
# of UWB staff involved	7 staff
# of students involved	Approximately 172 students
Grant funding, if relevant	United States Department of Agriculture (USDA) grant in collaboration with SaGE Farm to support the mechanical engineer capstone project to build a mobile solar refrigerator constructed from a shipping container.
Institution impact on the institution	<p>UW Bothell’s partnership with 21 Acres has a huge impact on the education and development of our students. Student learning comes alive when they are able to learn about sustainable agriculture while working alongside a 21 acres staff in the field, feeling the soil in their hands, and learning about LEED certified maintenance. Students are inspired by the passion of the 21 Acres staff, and many of our students clarify career goals through their community-based learning work at 21 Acres. Students also feel more connected to the environment and learn to care for the earth in new ways through their work with 21 Acres.</p> <p>21 Acres staff has volunteered their time to attend committee meetings to support UW Bothell’s creation of an on-campus student garden.</p> <p>Four UW Bothell students who worked with 21 Acres in their community-based learning & research course have become long time employees and farmers at 21 Acres.</p>

Community impact on the community	School groups, local organizations and community members visit 21 Acres to learn about sustainable agriculture and living. UW Bothell supports their mission to inspire action to solve climate challenges by learning as a community to grow, eat and live sustainably through faculty research, student participation and service projects. Faculty, staff, and students' engagement increases 21 Acres capacity to work the land, evaluate programs, and improve services.
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Bothell Youth Court

Project/collaboration	Bothell Youth Court
Organization name	Bothell Municipal Court
Point of contact	Michelle Gehlsen
Institutional partner	School of Interdisciplinary Arts & Sciences
Purpose of collaboration	<p>Bothell Youth Court was started through the joint efforts of Bothell Municipal Court Judge Michelle K. Gehlsen, University of Washington Bothell students, and Dr. Camille Walsh (IAS). The Bothell Youth Court was established as an alternative to routine municipal court appearance for traffic offenses, where teens could walk away with a big fine but not much else. The youth court gives first-time, offending 16- and 17-year-olds the opportunity to have the charge dismissed after six months, if they follow the court's guidance. The court meets once a month in the city courtroom. Teens take the role of judge, jury, and advocates.</p> <p>Youth Court Task Force, BIS 498B, is a class that is offered fall, winter and spring quarter at UW Bothell. UW Bothell students participate in the youth court as mentors to nearby high school students. In the past, a full-time AmeriCorps VISTA member has supported this program.</p>
Length of partnership	7 years
# of faculty Involved	2 consistent faculty collaborators, and some guest faculty speakers for trainings
# of staff involved	2
# of students involved	105 university students, 120 high school students
Grant funding, if relevant	N/A
Institution impact on the institution	<p>UW Bothell students who mentor the high school students enhance their management skills, learn how to mentor and train others, and gain experience in restorative justice. This experience provides UW Bothell students with an insider's view of the legal system while working closely with a municipal judge.</p> <p>Multiple UW Bothell students are mentored by Judge Gehlsen as they consider and apply for law school. Two students obtained internships with Bothell Municipal Court through their involvement in Bothell Youth Court.</p>
Community impact on the community	The impact on the community is widespread. UW Bothell students mentor high school students who develop their leadership skills, learn about the legal system, gain experience in restorative justice, and improve their confidence

	<p>and public speaking skills. The offenders are given an opportunity to address their error without adversity or retribution, understand the impact they have made in the community and the consequences of their actions to themselves and the community. Surrounded by a group of peers, there is a better chance of feeling understood. Offenders learn skills to prevent future infractions, and they are invited to participate on the jury for the next Bothell Youth Court hearing. Restorative justice addresses the harm that was done by restoring the community.</p>
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City of Bothell

Project/collaboration	Multiple
Organization name	City of Bothell
Point of contact	Jennifer Phillips
Institutional partner	School of Interdisciplinary Arts and Science (IAS), School of Business, School of Nursing and Health Studies, School of Science, Technology, and Mathematics (STEM), Government and Community Relations, Advancement and Alumni Relations, Office of CBLR.
Purpose of collaboration	<p>The City of Bothell and UW Bothell have worked together closely from the inception of UW Bothell in 1990. Over the past 12 years, the City of Bothell has been involved in multiple forms of community-based learning and research student projects as well as faculty and student research projects aimed at improving water quality, emergency preparedness, local tourism, etc.</p> <p>A few example course collaborations include: Nursing students interviewing firefighters and community members in the aftermath of the 2016 Bothell Fire; business students working with the Parks Department Foundation on how to raise more funds for parks; business students working with Events and Tourism in researching how to attract more tourists to the City of Bothell; environmental science students conducting water quality research, storm water runoff mapping, and park restoration projects; mechanical engineering students working with the city engineer to pitch solutions to local engineering questions; community psychology students working with a Bothell City council member developing a logic model for a proposed Cops and Cards program.</p> <p>UW Bothell also partners with the City of Bothell on many on and off campus events open to the public. Examples include the Annual Block Party and Brewfest, co-hosted by the UW Bothell Alumni Association and the City of Bothell; and the on-campus Crow Watch.</p>
Length of partnership	28 years
# of faculty Involved	11
# of staff involved	10
# of students involved	Approximately 400
Grant funding, if relevant	

Institution impact on the institution	The partnership with the City of Bothell affords UW Bothell faculty, staff and students the ability to participate in local government, affect policy, conduct community research, and contribute to the surrounding community. Having a mutually beneficial relationship with the city where the campus is situated contributes to both the mission and growth of UW Bothell.
Community impact on the community	<p>UW Bothell works closely with the City of Bothell on several fronts; transportation, upgrading nearby bus stops, master planning, and conversing with local legislators, community research projects, etc.; to ensure UW Bothell is a good neighbor and a positive role model for the community. For example, after a fire in downtown Bothell, nursing students conducted a community health assessment interviewing community members, business owners, firefighters, police and utility workers to produce a video, audio recording, poster and photos. The information that was gathered will help the city “better understand how we can help the community recover after a disaster by better understanding the impacts to not only the first responders and those directly affected by the incident, but also the community as a whole,” said Jennifer Warmke, the city’s emergency preparedness coordinator.</p> <p>In another course, nursing students surveyed community members on disaster preparedness. The information they gathered is helping the City of Bothell set priorities for disaster preparedness improvements for the community.</p>

Diversifying Pathways

Project/collaboration	Diversifying Pathways
Organization name	Everett Community College, Everett School District, Marysville School District, University of Washington Bothell
Point of contact	Ámbar Martínez
Institutional partner	School of Educational Studies, School of Nursing and Health Studies, Office of Research, Office CBLR.
Purpose of collaboration	<p>The goal of this collaborative work is to develop and sustain cross-institutional partnerships that support seamless academic student pathways for North Puget Sound residents from under-represented communities into teaching and healthcare careers. The Diversifying Pathways and UW Bothell's mission are very much in alignment with the mutual focus on equitable access to education, career opportunity, and civic leadership, in addition to equitable regional development in the fields of health care and teaching.</p> <p>The strategic priorities of the Diversifying Pathways collective are as follows:</p> <p>With equity at the center of our cross-organizational collaborative, we will:</p> <ol style="list-style-type: none"> 1. Maximize commitment and capacity within our organizations in order to build structures that strengthen collaboration and human potential, 2. Align policies and procedures to support student success, reduce or eliminate additional burdens, barriers and encourage persistence, 3. Build external partnerships to support strategic goals, and 4. Generate financial growth and sustainability. <p>The Recruiting Washington Teachers (RWT) Program is a program that is grant supported by this collaborative: The program recruits students at high schools in the Washington cities of Everett and Marysville and cultivates their aspirations to teach through internships that earn college credit.</p>
Length of partnership	4 years
# of UWB faculty Involved	4
# of UWB staff involved	4
# of UWB students involved	0 students are directly involved, but many benefit from degree and system integration work

Grant funding, if relevant	Washington Professional Educator Standards Board (PESB) funds the one year Recruiting Washington Teachers (RWT) program: \$177,000
Institution impact on the institution	<p>Centered on equity, the partnership with these school districts and community college creates a deliberate and focused pipeline of diverse students to UW Bothell with added support and attention through the pipeline. The creation of pipeline programs also provides research opportunities for faculty and staff and community engagement opportunities for UW Bothell students.</p> <p>Through this collaboration, UW Bothell and Everett Community College (ECC) recently aligned their systems to start direct admissions to both the nursing RN program at ECC and the BSN program UW Bothell. Once students are admitted and complete the RN program at ECC, they are automatically and seamlessly enrolled into UW Bothell’s Nursing program. This will increase the number of nurses with four-year degrees in the state of Washington. The next direct admissions program to launch will be the Health Studies degree between ECC and UW Bothell. UW Bothell professors recently started teaching the Health Studies course at EvCC.</p>
Community impact on the community	<p>The Diversifying Pathways Project strives to eliminate educational inequities, increase economic prosperity and enhance the health of communities by building cross-institutional support for students from systematically disadvantaged communities in the North Puget Sound to become professional and civic leaders.</p> <p>The Recruiting Washington Teachers (RWT) program will help students stay in their community as they become professional educators by minimizing barriers in transition per student. It will increase student engagement, retention and diversify the local teacher workforce. As noted by the Dean of the School of Educational Studies, “it is during these transitions where students fall off. The districts benefit by not only expanding the workforce but by imprinting their values on future teachers.” The focus of this partnership is to develop local high school and community colleges students into future teachers who more closely reflect their diverse and multilingual communities in the Snohomish County.</p> <p>The direct RN to BSN program increases the number of nurses with four-year degrees (BSN) in the state of Washington, which is a high economic and health need for the state of Washington.</p>

Ehime University

Project/collaboration	Multiple
Organization name	Ehime University, Japan
Point of contact	Ruth Vergin
Institutional partner	Office of Global Initiatives, School of Science, Technology, Engineering Mathematics (STEM), School of Interdisciplinary Arts & Sciences (IAS)
Purpose of collaboration	<p>Ehime University in Matsuyama, Japan, has been an institutional partner for UW Bothell since 2003. What started as a collaboration within Computing Software Systems has grown to include multiple points of connection across several schools and non-academic units, including study abroad programming for students from both sides, staff exchange of best practices, faculty visits, a small research project with Uwajimaya, a local Asian Grocery, and exploration of additional collaboration projects. UW Bothell just renewed an institutional MOU with Ehime in 2018.</p> <p>Community engagement during study abroad programs:</p> <p>During the two-week study abroad program focused on renewable energies in Japan each September, UW Bothell students typically visit renewable energy power plants and an eco-village in the mountains southeast of Matsuyama. They meet with local citizens to discuss renewable energy and Japan's relationship to nuclear power. UW Bothell students also spend one weekend with local host families, which is arranged through the Matsuyama International Center.</p> <p>In 2012, 2013 and 2018, UWB students have also participated in a two-week service learning program. Students live together in rural villages on Shikoku Island to learn firsthand how the issues of ageing, low birthrate and degradation of the environment affect society and consider what can/should be done. With students from three different cultures, this program also builds intercultural communication skills. It is now run by the Asia-Africa Exchange Center of Ehime University in collaboration with two other Japanese universities and three Indonesian universities.</p> <p>Research project with Uwajimaya</p> <p>Uwajimaya, an Asian specialty market in Seattle, Bellevue (and other cities), is owned by a family from Ehime Prefecture in Japan and named after one of its cities, Uwajima. Uwajimaya has been cooperating with Ehime University in an ongoing qualitative research study about the store's success. In the Spring of 2017, a team of seven UW Bothell students, overseen by Professor Ruth Vergin, Dr. Satoru Mikami and Dr. Ryoko Sato from Ehime University, and Kara Adams, Director of Community Engagement, and Dr. David Goldstein (IAS), with collaboration from the Office of Undergraduate Research (directed by Dr.</p>

	Charlotte Rasmussen at the time), from UW Bothell, conducted surveys at the Seattle and Bellevue stores. Survey-takers attended orientation meetings and were equipped with recording equipment and tablets from UW Bothell.
Length of partnership	15 years
# of faculty Involved	7
# of staff involved	5
# of students involved	Approximately 90 students involved in academic activities with Ehime U (study abroad, capstones, research). Approximately 240 students involved in cultural exchange with Ehime U students.
Grant funding, if relevant	N/A
Institution impact on the institution	<p>In terms of student impact, here's a great testimonial from a UW Bothell student participant in 2014:</p> <p>"When choosing my study abroad program, I wanted to learn about something I know nothing about in a place I have never been before. So being a business major, most of my friends were surprised when I told them I would be studying Nuclear Engineering in Matsuyama, Japan. Several weeks after returning, I interviewed for a Regulatory Operations Internship at ChemPoint in Bellevue. The manager was intrigued by the abroad experience on my resume and asked me to elaborate on how it aided my development. It turns out that they really valued the cross-cultural communication skills I learned, especially because the company deals with suppliers and customers from all over the globe. They also mentioned that having that brief exposure to a science curriculum would be useful, since ChemPoint is a chemical distribution company. These are only a couple of the ways that studying abroad has accelerated my growth, and I look forward to visiting Japan again!"</p> <p>Institutional capacity building (primarily at Ehime University):</p> <p>Several delegations of professional and academic staff from Ehime University have come to learn about the organization and administration of various units on our campus, including Human Resources office, STEM labs, STEM capstone projects, and engineering curriculum design. The HR Director from UW Bothell also spent around three weeks at Ehime University, working alongside her counterpart there, and exchanging best practices from both sides.</p> <p>Dr. Steven Collins, STEM, was invited by Ehime University for a two-week stay to give a graduate school lecture and to meet with Faculty of Engineering professors to consider expanding exchange at the student and faculty level.</p>
Community impact on the community	Community impact (Bothell host family impact):

	<p>Host families on both sides have welcomed students into their homes for a few days. Here are a few quotes from Bothell families who hosted an Ehime student in 2014:</p> <p>It was most valuable to “[get] to know the culture and share a small part of our individual lives together.”</p> <p>“I hope the program between UWB and Ehime University grows more from here. More UWB students may be able to go to Japan. Thanks for having us to be part of the program. Great experiences for all!”</p> <p>“Thank you for this opportunity. We loved it!”</p>
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Friends of North Creek Forest

Project/collaboration	UW Restoration Ecology Network (REN), and multiple other collaborations
Organization name	Friends of North Creek Forest
Point of contact	David Bain
Institutional partner	School of Interdisciplinary Arts & Sciences (IAS), School of Educational Studies, School of Science, Technology, Mathematics, and Engineering (STEM), School of Business, Office of Research, and Office of CBLR.
Purpose of collaboration	<p>North Creek Forest, a 64-acre park, is within walking distance of the campus, nestled between suburban neighborhoods and Interstate 405. North Creek Forest is part of the habitation area that feeds into our wetlands on campus. Friends of North Creek Forest (FNCF) formed around 2010 to save the forest land from the housing development that was quickly encroaching the forest.</p> <p>UW Restoration Ecology Network (REN):</p> <p>Students enrolled in the restoration ecology capstone (a 10-credit three-quarter sequence) taught by faculty from the three UW campuses, are assigned to interdisciplinary teams representing diverse academic fields. These teams work with local city parks and recreation departments and non-profits to undertake ecological restoration projects that are important for the region, but lack adequate financial and/or technical resources. The goals often include enhancing environmental education and building community stewardship capacity. REN student teams have worked with FNCF, located in Bothell, for 8 years.</p> <p>Community-Based Learning and Research Courses:</p> <p>Faculty from the schools of Interdisciplinary Arts and Sciences and Educational Studies have worked with FNCF to integrate restoration projects and restoration education programming and outreach into courses. These courses are taken by students within and across schools.</p> <p>In addition, FNCF resided in an office space at UW Bothell for two years. This shared space provided great synergy for collaboration between FNCF and UW Bothell. There have also been multiple students conducting undergraduate community research projects with Friends of North Creek Forest.</p>
Length of partnership	8 years (UW REN has been around for 19 years but the partnership with FNCF has been 8 years)
# of faculty Involved	8
# of staff involved	3

# of students involved	Approximately 150 students
Grant funding, if relevant	Initial grant from the UW Provost's office Tools for Transformation program and donations from the Laird Norton Foundation. FNCF has also received a number of grants that have been used to support REN projects, such as those from the Rose Foundation.
Institution impact on the institution	<p>Students learn how to work in a multidisciplinary team environment while accomplishing a restoration project that connects the academic principles they have learned to hands-on practice with a real-life client.</p> <p>Through the restoration ecology capstone (REN) in IAS, students get a rich experience in integrative learning, as well as a minor in ecological restoration. The students act as project managers on a designated parcel of land, doing research on environmental problems, forging solutions with community partners and local governments, and implementing those solutions with local community members.</p> <p>REN has received awards from the regional, national, and international levels that recognize the value and contribution of this program for both students and surrounding communities.</p> <p>UW Bothell students have gone on to play critical roles in the FNCF organization. The current FNCF president was a capstone student on the very first REN project in FNCF. The first paid Education Coordinator was a former REN student and the past Education Director was a former UW Bothell student. Two other students, were on the board of FNCF (as were two UWB faculty). Two REN students went on to become part time paid volunteer coordinators with FNCF. As well, there have been several unpaid internships filled by past REN students.</p>
Community impact on the community	<p>The restoration of the forest improves air quality and filters water flowing into the North Creek wetlands. The land was previously privately owned and neglected. With the support of local community members, UW Bothell, and the City of Bothell, FNCF raised awareness and the funds to purchase and restore the land and make it public. The partnership with REN during the acquisition phase of the forest contributed greatly to the awards of several key grants; contributed to the forest being elevated to top priority for acquisition in the state of Washington and led to a ribbon cutting ceremony attended by the Bothell Mayor (another REN Graduate) and Washington State Governor in 2017. The land is now owned by the City of Bothell and open to the public.</p> <p>The success of FNCF has inspired other regional community-driven environmental groups to follow the organizing and partnership model that FNCF employed.</p> <p>The partnership with REN has enabled FNCF to engage close to two thousand students of all ages in stewardship and education. UW Bothell faculty provided</p>

	<p>consultative guidance when FNCF developed their K-12 education and outreach programs. FNCF aims to diversify their environmental education volunteers to better mirror the diversity of the K-12 students. FNCF draws upon UW Bothell’s diverse student body for educational interns. FNCF credits this partnership in helping them work towards their diversity goals.</p> <p>In 2017, FNCF partnered with a business project management course on their annual fundraiser. With the support of the business students, FNCF raised twice as much money as they typically raised during previous annual fundraisers.</p>
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King County Prosecutor's Office

Project/collaboration	Forensic Accounting
Organization name	King County Prosecutor's Office - Economic Crimes Unit, Association of Certified Fraud Examiners
Point of contact	Amanda Froh
Institutional partner	School of Business
Purpose of collaboration	<p>The collaboration between the Economic Crimes Unit, Association of Certified Fraud Examiners, and Master of Science in Accounting Program focuses on the forensic analysis of accounting data from felony-level complex fraud cases, often but not exclusively elder financial exploitation cases, being either investigated or currently prosecuted by the King County Prosecuting Attorney's Office (KCPAO).</p> <p>The Economic Crimes Unit focuses on protecting the most vulnerable from exploitation, fraud and identity theft. UW Bothell contributes to this mission through their commitment to sustaining community partnerships that enhance the well-being and prosperity of the region and promoting a strong public service commitment.</p> <p>UW Bothell Master of Science in Accounting students spend 10 weeks in groups looking at case data, bank records and accounts, transactions, etc. to reconstruct the flow of money. Students then look for illegal transactions and build a case. Members of the Association of Certified Fraud Examiners mentor students along the way. At the end of the quarter, students present their findings (reports, exhibits and data analytics) to a prosecutor from the KCPAO.</p>
Length of partnership	4 years
#of faculty Involved	1
# of staff involved	0
# of students involved	Approximately 50 students.
Grant funding, if relevant	N/A
Institution impact on the institution	This collaboration allows UW Bothell School of Business to provide a unique, hands-on experience to graduate accounting students. Students use data from pending cases to practice investigative research, critical thinking and accounting skills, as well as fine tune their project management and presentation skills, all while working in small teams. This collaboration has a long-lasting impact on accounting students as they learn the importance of

	holding themselves accountable and avoid the temptation that can come when given access to other people’s accounts and money.
Community impact on the community	The King County Prosecutor’s Office Economic Crimes Unit has a high caseload of complex fraud cases but, until recently, had only one financial analyst on staff to schedule and analyze the financial data for any given case that might require a detailed analysis and courtroom testimony. Consequently, resources for completing such work in a timely fashion are scarce. Through the UW Bothell School of Business forensic accounting course, faculty and students are helping move cases forward by providing valuable data and analysis to the prosecutor and financial analyst who prepare the case for trial in order to bring justice to community members who have been victims of these crimes.

Latino Educational Training Institute

Project/collaboration	Multiple
Organization Name	Latino Educational Training Institute (LETI)
Point of contact	Rosario Reyes
Institutional partner	School of Nursing & Health Studies (SNHS), School of Interdisciplinary Arts & Sciences (IAS), Community Engagement Council, Office of CBLR.
Purpose of collaboration	<p>Latino Education Training Institute (LETI) pursues its mission of developing a future of hope, lifelong achievement, self-realization and well-being among all Latinos by offering programs on health and well-being, leadership, and financial literacy. LETI's mission and UW Bothell's mission are very much in alignment as both provide transformational educational opportunities, focused on equitable access to education and promote a strong public service commitment.</p> <p>LETI collaborates with multiple community-based learning and research (CBLR) courses, from approaches to cultural research, health grant writing, health studies fieldwork, population health community practice, program planning and strategies for health promotion, education applied experience. Through these courses, students support LETI in conducting outreach and education projects in the Latinx community. Many of these projects support the annual Latino EXPO, where as many as 1,000 people attend educational workshops and medical screening.</p> <p>LETI's program, "Whole families, whole children - Total Wellness for Latina Women," has been conducted in collaboration with the School of Nursing and Health Studies (SNHS) since 2016, with students providing outreach, community development support and program evaluation. Faculty in SNHS assist in collating all of the information students have gathered, providing a summary and evaluation which is used for program improvements and documenting LETI's impact in the community. These data have been very helpful in drafting funding proposals, completing regular progress reports and securing additional funds.</p> <p>Since 2013 LETI has led a community college leadership program for Latinx youth. For two summers UW Bothell led a dual enrollment course for both the LETI leadership students and UW Bothell students, in assessing UW Bothell's Latinx institutional culture and "welcomeness."</p> <p>LETI representatives have provided an invaluable service on the UW Bothell Community Engagement Council since the council's inception. LETI has also participated in multiple focus groups and feedback moments, providing important partner feedback in the growth and development of community engagement at UW Bothell.</p>

Length of partnership	4 years
# of faculty Involved	6
# of staff involved	5
#of students involved	Approximately 100 students.
Grant funding, if relevant	Verdant, Fred Hutch, Hazel Miller Foundation for the Benistar Star program. UW Bothell Nursing and Health Studies faculty provided evaluation data that enabled these grants to be successful.
Institution impact on the institution	UW Bothell students are provided the opportunity to learn how a small non-profit organization is making a difference in their community and contribute to that effort. Many students learn about working in a community that may or may not mirror their own cultural background. Students also have the opportunity to communicate across cultures or serve their own community. Students learn to design and implement many types of survey tools, as well as analyze data collected through those tools.
Community impact on the community	<p>UW Bothell students and faculty have assisted with event planning, recruitment, communications and marketing thereby expanding LETI's capacity to engage with the community. Nursing and Health Studies students have surveyed attendees of occupational health and safety training sessions and provided outreach and education on topics such as diabetes and high blood pressure. Students have also been involved in evaluating data from LETI's community health events to guide future programming and improve outreach to Latinx communities. Students in the Health Grant Writing course completed research, compiled data and provided LETI with a draft grant application that LETI has been able to draw upon for multiple grant applications for funding.</p> <p>LETI attributes their partnership with UW Bothell to their increased credibility in the grant-providing community. LETI has been able to go after different forms of grants and larger grants due to their partnership with UW Bothell.</p>

Muckleshoot Tribe

Project/collaboration	Business Education & Experience
Organization name	Muckleshoot Tribe, Muckleshoot Tribal College
Point of contact	Denise Bill
Institutional partner	School of Business
Purpose of collaboration	UW Bothell School of Business has collaborated with the Muckleshoot Tribe and Muckleshoot Tribal College on research and educational programming to improve business education opportunities for tribal members through greater access, faculty engagement, and project-based learning. The engagement has led to a co-authored book chapter and a professional certificate program: Operations Management for Business Professionals Certificate.
Length of partnership	4 years
# of faculty Involved	4
# of staff involved	0
# of students involved	14
Grant funding, if relevant	Initial funding through University of Washington Office of Minority Affairs & Diversity.
Institution impact on the institution	The Certificate program is structured to be engaging, meaningful and impactful for participants in their professional careers, the Muckleshoot tribe and its organizations, as well as the UW Bothell faculty. This collaboration has provided UW Bothell faculty an opportunity to build relationships, develop research and educational programming with the Muckleshoot Tribe, and expand UW Bothell's offerings to another community and region.
Community impact on the community	<p>Certificate students receive professional development, individual and team skills training, practice applying business concepts and process analytics, and experience in managing a real-world business process improvement project. Students are asked to work with their organizations to propose business process improvement project. Community organizations are provided with the findings of the projects to improve processes.</p> <p>All costs are paid for eligible Muckleshoot Tribal members by the Muckleshoot Tribe and classes are conducted at the tribal college on the Muckleshoot Indian Reservation providing barrier free access to tribal members.</p>

Northshore School District

Project/Collaboration	Multiple
Organization Name	Northshore School District
Point of Contact	Tracy Meloy
Institutional Partner	School of Educational Studies, School of Nursing & Health Studies, School of Interdisciplinary Arts & Sciences, and Office CBLR.
Purpose of this collaboration	<p>The Northshore School District (NSD) is committed to ensuring that all students are provided equitable opportunities to learn in an environment where they are nurtured and supported to succeed at high levels throughout their K-12 experiences and beyond. UW Bothell continues that mission at the university level, engaging a diverse student body in transformational learning experiences inside and outside of the classroom.</p> <p>The purpose of the NSD and UW Bothell collaboration is to support and encourage K-12 student development and learning, college student learning and career preparation through mentoring, tutoring, and research relationships between NSD students and staff and UW Bothell students, staff, and faculty.</p> <p>The School of Educational Studies (SES) has multiple collaboration points with Northshore School District. SES has methods courses, pre-teacher field placements, Story Time STEM research projects, educational studies applied learning students, undergraduate community-based learning and research students all working with teachers and K-12 students at different schools within the Northshore School District. SES is also developing a broader partnership with Northshore School District in order to understand their employment needs.</p> <p>The School of Nursing and Health Studies collaborates with the Heath Services department at the Northshore School District. UW Bothell nursing students in the Population Health and Community Practice course work directly with NSD school nurses.</p> <p>The UW Bothell library participates in the Northshore School District Adult Transition Program (ATP). The ATP program provides vocational training and fosters community connections for students with unique needs who have completed high school. The library provides unpaid internships to young ATP adults. The NHS access services manager is currently working to grow the program by introducing school site visits and developing deeper relationships and connections between library staff, Northshore teachers, and coaches.</p> <p>The Office of Community-Based Learning and Research (CBLR) works closely with the Volunteer and Partnerships Coordinator at the Northshore School</p>

	District and individually with NSD principals and assistant principals to connect community-based learning and research courses in the School of Interdisciplinary Arts and Sciences, School of STEM, and School of SES to local NSD K-12 schools. The Office of CBLR was also a core partner of the 6-year Community Schools collaboration led by NDS from 2010-2016.
Length of partnership	15 years
# of faculty Involved	10
# of staff involved	7
Number of university students involved	Approximately 1000 students
Grant funding, if relevant	Washington STEM grant supports Story Time STEM program.
Institution impact on the institution	UW Bothell has a strong relationship with the local Northshore School District (NSD). NSD has 33 schools and over 22,000 K-12 students. This strong relationship has led to opportunities for faculty, staff and students to conduct research, outreach and educational training. UW Bothell students have supported NSD in the roles of classroom mentors, teaching assistants, English Language Learner mentors and after-school program mentors. UW Bothell students completing their teaching certification complete their training at a NSD School. NSD has also welcomed students from a variety of majors to support student learning in and out of the classroom. UW Bothell students benefit greatly from their relationships with K-12 NSD students; practicing teaching, developing a sense of confidence, communicating their learning to K-12 students to strengthen their understanding of course learning goals.
Community impact on the community	UW Bothell faculty and students work directly with NSD students as role models and mentors helping to improve the academic skills, sense of belonging and confidence of NSD students. Many NSD students are able to work directly with a college student who has also attended NSD schools. These role models are encouraging K-12 students to consider higher education as an option. The Story Time STEM project brings UW Bothell faculty into the classrooms to share the latest research in STEM education for K-12 students.

Northwest Film Forum

Project/Collaboration	Multiple
Organization Name	Northwest Film Forum
Point of Contact	Rana San
Institutional Partner	School of Interdisciplinary Arts & Sciences (IAS), School of Business, School of Nursing & Health Studies (NHS), Office of CBLR, Community Engagement Council.
Purpose of this collaboration	<p>Northwest Film Forum's (NWFF) mission is to incite public dialogue and creative action through collective cinematic experiences, and their vision is a world where all people have the power to express themselves and connect with each other through visual storytelling and culture. NWFF's mission and vision connect strongly with UW Bothell's values of diversity, equity, and inclusion and mutual values for public education and access.</p> <p>NWFF partners with multiple CBLR courses: gender, women & sexuality studies, media & communications, nursing and health studies global women's health & human rights studies, and project management business.</p> <p>NWFF partnered with UW Bothell for three years to collaborate on International Women's Day celebration with performances, screenings and conversations in celebration of the March 8 International Women's Day. Faculty, staff and students participated in this event through creating the agenda for the day, and marketing poster. Final presentations were conducted at NWFF open to the public as part of the event.</p> <p>NWFF has also hosted a whole class, women in film, that was taught 100% in the NWFF theater space. In addition, we have faculty who curate film festivals, such as the Festival of (in)Appropriation, and showcase their documentary films at NWFF.</p> <p>Northwest Film Forum is one of five community partners to serve on UW Bothell's Community Engagement Council.</p>
Length of partnership	5 years
# of faculty Involved	7
# of staff involved	1
# of students involved	142
Grant funding, if relevant	N/A

Institution impact on the institution	NWFF provides a space of access and identity connection for UW Bothell students. Many students share that NWFF was the first art space they stepped foot in. They felt welcomed and also saw their identities represented in the film content, film makers, and collaborators of NWFF. NWFF also provides a space for student work to be made public. Faculty report that when students present their work to the public, the quality and effort students put into their learning increases. In addition, NWFF provides a space for faculty collaboration and for faculty public scholarship.
Community impact on the community	<p>One concrete impact the collaboration has had on NWFF was their partnership with a UW Bothell business course. The students focused on NWFF membership data, and completed a comprehensive membership analysis. NWFF has a better understanding of their membership constituency, and this allows NWFF to target recruitment of new members in areas where they wanted to increase membership.</p> <p>More broadly, a goal of the partnership is to “incite public dialogue and creative action” through the collaborative programs generated between NWFF and UWB. This goal will continue to be strengthened and measured as the partnership develops.</p>

Pacific Science Center

Project/collaboration	Multiple
Organization name	Pacific Science Center
Point of contact	Siri Nelson
Institutional partner	School of Science, Technology, Engineering Mathematics (STEM), School of Educational Studies (SES), School of Interdisciplinary Arts & Sciences (IAS), Office of Research, Office of CBLR.
Purpose of collaboration	<p>Pacific Science Center (PSC) pursues its mission to ignite curiosity in every child through award-winning programs that bring science to life. Alignment in mission and values facilitate a natural partnership between UW Bothell and PSC. PSC's guiding principles of embracing experimentation and innovation, enabling access for all and nurturing excellence closely aligns with UW Bothell's values of access, transformational education, innovation, and equity and inclusion.</p> <p>PSC collaborates with UW Bothell through CBLR projects, a teen intern program, summer camps, and multiple research programs. Students from the Schools of STEM, IAS and SES engage with PSC through CBLR courses focused on engineering, science education, and nature-based pre-school education. PSC has collaborated with our STEM Living Learning first year students for the past four years, working with students on a STEM Myth Busters-like video assignment and providing mini internships for students.</p> <p>A faculty member in the School of Educational Studies first began partnering with Pacific Science Center's Lake Washington Watershed Internship Program (LWWIP) in 2013. Facilitators from LWWIP, along with faculty from UW Bothell co-designed a digital badge system that culminated in college credit for high school students in the LWWIP program. It is an ongoing partnership as the badge system is still in place and, although the grant has ended, students can still earn college credit from UW for their work in LWWIP. As far as we know, this is only program of its kind. Through additional funding, LWWIP now has a cohort in place on the UW Bothell campus, allowing high school students to engage with faculty and students in Environmental Science fields.</p> <p>UW Bothell's computer science and education faculty and students have enjoyed a three-year collaboration to deliver weeklong computer science summer camps (i.e., Java Coding, VR Hackathon, Cyber Sleuths) for middle school students at the Pacific Science Center, UW Bothell, and other locations in the greater Seattle area. PSC has been holding summer camps on campus since 2012 and running UW Bothell developed curricula since 2016. In summer 2019 there will be a new summer camp option on campus which will highlight the thousands of crows that roost in the campus wetlands, called Crows: Caws</p>

	<p>and Effect. The camp is developed by faculty and staff and will be taught by UW Bothell students.</p> <p>In addition, the UW Bothell Office of Research is partnered with PSC on an NSF-funded, multi-year effort to support UW Bothell principal investigators in broadening the impact of their work by creating meaningful community experiences. Together, UW Bothell and PSC are helping UW Bothell faculty articulate and deliver how they'll change the world with their research and scholarship.</p> <p>A School of Educational Studies faculty member is part of a team that was awarded a \$2.4 million grant from the National Science Foundation to bring family robotics workshops and robotics backpacks to Seattle public libraries. Families may check out backpacks for an interactive educational experience. The grant includes partners from the UW, the Pacific Science Center, Red Eagle Soaring and the Seattle Public Libraries.</p> <p>UW Bothell faculty and students have also worked as mentors and facilitators for the PSC Discovery Corps, a youth development program that puts young people on the front line of Pacific Science Center's mission to ignite curiosity in every child and fuel a passion for discovery, experimentation, and critical thinking in all of us.</p>
Length of partnership	10+ years
# of faculty Involved	8
# of staff involved	6
# of students involved	50+
Grant funding, if relevant	National Science Foundation
Institution impact on the institution	<p>Through the CBLR courses involving PSC, UW Bothell students are provided the opportunity to work in a highly competitive and advanced science education facility. Many students continue to work with PSC after the course has ended. Hosting PSC summer camps on the UW Bothell campus provides the opportunity for faculty and staff to work directly with PSC camps as facilitators and mentors, as well as familiarize families with the UW Bothell campus. Faculty train their students to teach the camp and PSC hires the students to teach the summer camps.</p> <p>UW Bothell students collaborating with the LWWIP gain skills in leadership, science education and secondary school science curriculum. Having the LWWIP on campus also facilitates participation for students who live on/near campus or have limited transportation options. Proximity also provides teens</p>

	<p>and families the ability to learn about and consider UW Bothell as a higher education option.</p> <p>The research collaborations with PSC has resulted in multiple research funding and learning opportunities for faculty, staff and students. The impact of the Discovery Corps partnership has been demonstrated by the multiple UW Bothell students who continue to volunteer with PSC, as well as a number of PSC high school students who are now enrolled at UW Bothell.</p>
Community impact on the community	<p>The multipurpose collaboration with PSC impacts the community in several ways. UW Bothell faculty and students partner with PSC to encourage creativity and curiosity in STEM-related fields by increasing camp options, provide a location for camps in northern King County thereby lowering student to facilitator ratios at PSC and camps around the area, and provide first-hand accounts that encourage the pursuit of higher education and co-written proposals to fund continued STEM programming in communities throughout the region.</p>

Seattle Children's Hospital – Alyssa Burnett Adult Life Center

Project/collaboration	Multiple
Organization name	Seattle Children's Hospital, Alyssa Burnett Adult Life Center
Point of contact	Jessica Romero
Institutional partner	School of Nursing & Health Studies (SNHS), School of Interdisciplinary Arts & Sciences (IAS), School of Business, School of Educational Studies (SES), Office of CBLR, and the Achieving Community Transformation (ACT) Student Organization.
Purpose of collaboration	<p>The Alyssa Burnett Center (ABC) provides year-round classes and activities for adults with autism spectrum disorder (ASD) and other developmental disabilities as they transition out of the education system and into adulthood. ABC is focused on providing meaningful opportunities for their students to build on strengths, increase confidence and promote independence. Both ABC and UW Bothell are committed to providing a transformational learning experience for their students. UW Bothell students work directly with ABC students as mentors and learners; as they assist ABC students to become more confident and independent in interactions with a diverse public, they themselves are building the same qualities.</p> <p>ABC has partnered with multiple UW Bothell community-based learning and research courses, including theatre community building, business project management, applied educational studies learning, and health studies fieldwork.</p> <p>The ABC students also come to campus for Conversation Cafes and collaborative theatre projects with UW Bothell students. These experiences provide ABC students the opportunity to gain confidence interacting in a public setting with the support of UW Bothell students and faculty.</p>
Length of partnership	4 years
# of faculty involved	8
# of staff involved	3
# of students involved	63
Grant funding, if relevant	N/A
Institution impact on the institution	This partnership provides an opportunity for students to interact with individuals of differing abilities and expand students' perception of ability. It has expanded UW Bothell's ability to provide diverse experiences for students, especially in the education and health fields. Several students have found

	<p>permanent positions with ABC and have defined new educational and career paths for themselves. UW Bothell faculty have also gained experience in working with students of varying ability by partnering with ABC, including a theater faculty member who is now employed part-time by ABC to teach courses to ABC students. The lessons/insights this faculty member gains influences how she approaches access and diversity in her UW Bothell courses.</p>
Community impact on the community	<p>ABC students are provided with the opportunity to interact and engage with the diverse UW Bothell student population in safe and supportive environments on the ABC campus and UW Bothell campus. These repeated positive interactions help ABC students gain confidence in interacting with the public, learn and practice appropriate conversation topics and learn about social norms. UW Bothell students also increase ABC staffing capacity to allow ABC staff to work with more students. UW Bothell students have brought new ideas to ABC classes and helped expand the types of classes offered.</p>

T-Mobile

Project/Collaboration	Multiple
Organization name	T-Mobile
Point of contact	Eric Yocam
Institutional partner	Office of Advancement, Center for Information Assurance and Cybersecurity, Career Services, Diversity Center
Purpose of collaboration	<p>The collaboration between T-Mobile and UW Bothell supports diversity, equity and inclusion best practices, and career development and hiring by supporting these initiatives:</p> <ul style="list-style-type: none"> • Cybersecurity internship, online certificate program support, professional development Training as part of internship • Hosting the equity & inclusion annual campus conference • Provides student diversity grants • T-Mobile leadership serves on UW Bothell's Chancellor's Advisory Board and the School of Business Advisory Board • Support of the UW Bothell School of Business UnGala event to raise funds for the School of Business
Length of partnership	4+ years
# of faculty Involved	4+
# of staff involved	10+
# of students involved	For internship, 10 – 13 students in each of the cybersecurity cohorts, 9 students participating in the T-Mobile grants at conference.
Grant funding, if relevant	Each student group that received the diversity grant receives up to \$5,000 and mentorship over the next year to bring the project to fruition.
Institution impact on the institution	<ul style="list-style-type: none"> • 80 – 90% of the UWB students participating in T-Mobile internships convert to full time hires. • Attendance of combined students, faculty, staff, and external community partners at the annual diversity conference. • Past student winners of the diversity grant have included the S.A.V.E (Sexual Assault & Violence Education) student led program to support advocacy for sexual violence victims. Another grant supported the student who leads "Resist, Subside: A Contemporary Indigenous Performance," helping fund performers to travel to indigenous communities at Lummi Island and Neah Bay in Washington.
Community impact on the community	Creating the cybersecurity workforce of the future which is vital for the protection of our critical infrastructure and security.

Verdant

Project/collaboration	Multiple
Organization name	Verdant Health Commission
Point of contact	Robin Fenn
Institutional partner	School of Nursing and Health Studies (SNHS), Office of CBLR
Purpose of collaboration	<p>The vision of the Verdant Health Commission is "to be a sustaining public resource improving the health and well-being of South Snohomish County, collaboratively and creatively working to meet the needs of our community." Verdant is a convener, organizer, and granting agent to many local health community organizations in South Snohomish county, where many UW Bothell students live. Verdant and UW Bothell share a common goal of supporting the health and wellbeing of these students and their families that reside in South Snohomish County, and a common goal of increasing health and wellbeing in our larger region.</p> <p>Over the past few years, SNHS professors have collaborated with Verdant staff through a number of community-based learning and research course projects and through research:</p> <ul style="list-style-type: none"> • SNHS professor collaborated with a Verdant staff on research related to community health workers. • Students in BHLTH 437 Program Planning designed projects to address the intersection of mental health services and the criminal justice system in an effort to best support populations that frequently use emergency services and require access to social services. Verdant's Superintendent, Robin Fenn, gave a lecture on the current issues and facilitated a panel of community stakeholders (such as police officers, service providers, and a public defender) who shared their experiences and "boots on the ground" observations. Students then created projects and pitched them to Robin and George Kosovich (Verdant's Assistant Superintendent) as potential program funders. • In the BHLTH 439 Health Policy and Advocacy class, students explored policies impacting the utilization of mental health services and proposed future policies that might improve access and utilization of mental health services for particular populations. Robin Fenn served as an advisor and also provided contacts for speakers to the instructor. • In the BHLTH 436 Leadership class George Kosovich, introduced students to the Edmonds School District, a Verdant grantee, and all of their public and private partners working to combat childhood obesity. George arranged guest speakers and later attended student presentations created to tell the story of a community that is focused

	<p>on improving the quality of school meals and getting students to move a minimum of 60-minutes four days a week.</p> <p>Verdant is also represented on the SNHS Advisory Board and provides valuable feedback about program development.</p> <p>Looking forward, UW Bothell and Verdant are exploring a number of initiatives linking faculty and students directly to Verdant and to other agencies with which Verdant partners. Currently they are developing a model in which Verdant is a 'hub' for many of the School of Nursing and Health Studies' (SNHS) community health clinical sections and health studies fieldwork courses. This will allow the partnership to have a sustainable network of collaborations coordinated through Verdant.</p>
Length of partnership	5 years
# of UWB faculty Involved	10+
# of UWB staff involved	5 staff
# of UWB students involved	<p>Approximately 60 students collaborating directly with Verdant through course collaborations.</p> <p>Approximately 200 students with community-based organizations granted funding by Verdant.</p>
Grant funding, if relevant	No grant funding has been secured yet, but Verdant has provided letters of support and been included in several grant applications on topics like Chronic Disease Self-Management, Community Health Workers, and mobile technology.
Institution impact on the institution	Partnering with Verdant has offered UW Bothell a network of organizations in South Snohomish to partner with for improved regional health outcomes. Verdant convenes small and large community meetings that enable these organizations to develop closer ties to each other to work towards mutual goals. UW Bothell's connection to these organizations has created rich learning and career networking opportunities for our Nursing and Health Studies students.
Community impact on the community	Some of the most direct community impacts have been with Verdant-funded partners, with students helping to organize health fairs, and supporting health programs at senior centers and in low-income housing.

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

Mutuality and reciprocity are conceptually embedded in UW Bothell's Community-Based Learning and Research (CBLR) course designation. As faculty design and propose CBLR courses, they are asked to reflect upon reciprocity as part of their course design. The CBLR course designation form articulates specific criteria for CBLR courses. The third criterion is "reciprocity and partnership." At the end of the form, faculty are asked to respond to the following: "Does community engagement provide an opportunity for reciprocity between community partner and student, course, and/or faculty? Please explain how."

Examples and reflective questions of reciprocity are provided under the above-referenced question and include:

1. Involve community partners in the design, facilitation, and/or evaluation of the community-based learning and research activities in your course.
2. Can you name the interests and benefits that your partner is looking for in partnering with your course?
3. What strategies can you use to show appreciation to your community partners for their educational role?

As an institution, UW Bothell also demonstrates reciprocity through choosing to meet at community partner spaces and attending community partner events. CBLR-related professional development opportunities for faculty and staff are structured so that meetings and workshops are held both at UW Bothell and at community partner sites. In addition, alternating Community Engagement Council meeting occurs at partner spaces as a way for council members to learn firsthand about council partners and deepen relationships.

The topic of reciprocity is built into the curriculum of professional development opportunities. Partners are often invited to speak about the ways in which collaborating with UW Bothell faculty, students, and staff are beneficial as well as what contributes to partnership challenges. The curriculum also addresses reciprocity via syllabus design, partners as cofacilitators of class sessions, models for partners to provide feedback, holding courses off-site at partner locations, etc.

UW Bothell believes that the course designation form and embedding reciprocity as a topic in professional development for faculty — and enacting it through shared spaces — increases UW Bothell's ability to stay attuned to reciprocity and mutuality in partnership. To ensure this happens, UW Bothell is investing in a structured framework to assess mutuality and reciprocity in partnerships between UW Bothell and community organizations. Specifically, the Community Impact Survey contains six questions to help assess mutuality and reciprocity from different partner perspectives. For example, the survey asks participants about organizational alignment and individual benefits to their constituents. The survey is an example of a retrospective approach where "reciprocity" lessons learned can be integrated into future partnerships.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

UW Bothell's student, community, and faculty impact surveys pose questions regarding partnership, reciprocity, and mutual benefit.

Reciprocity and Mutual Benefit: The community partner and faculty surveys include four mirror indicators of reciprocity and mutuality. Community partners respond on a scale from "yes definitely" to "not applicable" when answering the question:

Our community engagement partnership provided:

1. An exchange of knowledge to our organization ("to the partner" in faculty survey).
2. An exchange of knowledge to UW Bothell.
3. An exchange of resources to our organization ("to the partner" in faculty survey).
4. An exchange of resources to UW Bothell.

The summer 2018 Community Impact Survey results indicate that community partners believe that their community engagement partnership with UW Bothell provided an exchange of knowledge to their organization: 73% selected "yes definitely" and 25% selected "somewhat". Community partners also believe that their community engagement partnership with UW Bothell provided an exchange of resources to their organization: 63% of partners selected "yes definitely" and 29% selected "somewhat".

The winter 2019 Faculty Impact Survey results indicate that 90% of faculty engaging with community partners strongly-agree/agree that their partnership provided an exchange of knowledge to the partner organization, and 93.5% strongly-agree/agree that the partner organization provided an exchange of knowledge to UW Bothell. Approximately 83.3% of faculty strongly-agree/agree that their partnership provided an exchange of resources to the partner organization, while 72.7% strongly-agree/agree that the partner organization provided an exchange of resources to UW Bothell.

In the student survey, students answer one question about mutual benefit. From "strongly agree" to "not applicable," students respond the question, "My community-based learning work had mutual benefit to the community organization and me."

Once the data has been aggregated and analyzed, the information will be included in the "Reciprocity and Mutual Benefit" section of the Community Engagement Assessment Report. Finalized reports will be provided to UW Bothell community partners on an annual basis.

The above-described data collection recently commenced in winter 2019. Therefore, there has not yet been a long enough timeframe to utilize it for use in improving reciprocity and mutual benefit.

IV. Reflection and Additional Information

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

UW Bothell pursued the Carnegie Community Engagement Classification as an end and a means of developing our community engagement infrastructure in a way that aligns with best practices. This involved initiating working groups and a project management team.

The working groups included; 1. faculty rewards, 2. assessment of impact, 3. curriculum/co-curriculum, 4. strategic partnerships, and 5. institutional questions. The scope of their work included:

- a) curating analyses of existing activities;
- b) designing new assessment measurements;
- c) defining policies and campus statements;
- d) leading and operationalizing recommendations for further institutional development of community engagement.

The working group recommendations are actively being synthesized by the Community Engagement Council. The recommendations will serve as the foundation for a five-year campus-wide community engagement action plan.

We had multiple insights from the process of completing the application:

1. Mission alignment: Through community partnerships, programs, and stories, UW Bothell strongly integrates three campus-level priorities: 1) diversity, equity, and inclusion, 2) sustainability, and 3) community engagement. We learned that clarifying our purpose for integration and developing a narrative of how these three campus level priorities support each other would greatly increase our impact and regional awareness.
2. Partnership strategy: The process of completing the application affirmed the need for a campus-level partnership strategy. Over the previous 15 years, in the absence of a partnership strategy, the “let every flower bloom” approach filled the void, leading to multiple opportunistic partnerships. Many partnerships have developed into strong institutional partnerships, but others are vulnerably connected to only one or two faculty. We are at a stage of campus maturity, both in our community engagement efforts, and as a campus at large, to develop a more intentional campus-level strategy for partnership and regional impact.
3. Institutionalizing community-engagement curriculum: community-based learning and research (CBLR) courses exist across all five schools and at the undergraduate and graduate level, but the CBLR curricular experience has not been institutionalized or planned developmentally across the 4-year experience, causing inconsistencies in quality and unequal access for students to experience CBLR pedagogy. The process of collecting and analyzing data for the classification application and by looking at degree level community-engaged learning goals, we realized a need for a greater focus on systematic and intentional integration of CBLR pedagogy in our curriculum.
4. Tri-campus collaboration: The University of Washington Carnegie leads at Bothell, Tacoma, and Seattle campus met quarterly for a year and a half prior to the submission of the application. This allowed us to identify and work together on institutional structures that hinder and/or support community engagement across all three campuses, such as faculty promotion and tenure, registrar

system, and institutional review board. Meeting regularly created a community of support, and allowed us to share ideas and best practices about community engagement between our campuses. As a result of applying for the Carnegie, these working relationships were strengthened, and will continue as we work collectively on tri-campus infrastructure that supports community engagement.

(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).

No questions need further elaboration.

(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.

We found a way to include all significant evidence of UW Bothell's community engagement in the questions provided.

(Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.

Partner Survey:

We reviewed the partner survey with community partners before submitting our application. Partners expressed that questions four and five were confusing to answer. They had a hard time thinking of examples for "mutuality" and "reciprocity." They understood "partnerships" and "mutual benefit" in question five, but "reciprocity" was too conceptual. Multiple partners also did not understand a clear delineation between question seven and question eight. Once we were able to brainstorm together, the partners had a grasp on these questions, but if we didn't review the survey questions ahead of time with our partners, we think it would have been hard for them to understand. We also recommend that the survey be created in multiple languages for the Carnegie 2025 application.

Public Scholarship and Broad Impact Research:

We appreciated the inclusion of the broad impact research question, but we thought the application lacked integration of two areas that are closely related to community engagement: public scholarship and broad impact research. While neither uses a partnership model in the same way, both categories are meaningful to faculty members on our campus who seek to address existing publics or to create new publics. This type of work is particularly prevalent in the arts (social practice and site-specific performance) and the sciences (where the NSF uses the BIR category). Public scholarship and broad impact research can have incredible "public good" without collaborating with a community partner. These forms of scholarship can be (but are not always) less focused on mutual benefit and reciprocity, but still have rigorous forms of assessment of impact. The assessment and scholarship questions in the application could have been framed in ways that better included public scholarship and broad impact research.

Numbering of questions:

We suggest that the questions be numbered straight through, without Roman numeral or letter subheadings. For example, label the questions 1-53, rather than I A.1, I B.1, III C.1.2.3, etc.

V. Contributors to the Application

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- Chancellor's Executive Team
- General Faculty Organization Executive Council
- Council of Academic Deans
- Community Engagement Council

Departments that contributed data or responses:

Office of Institutional Research, Student Affairs, Career Services, Counseling Office, Office of Research, Office of Advancement and External Relations, Organizational Excellence and Human Resources, School of Business, School of Educational Studies, School of Interdisciplinary Arts and Sciences, School of Nursing and Health Studies, School of Science, Technology, Mathematics, and Engineering