IMPLEMENTING THE CIVIC ACTION PLAN

January 2018 - June 2019

A Report to the Provost from the Community Engagement Initiative
August, 2019
The Community Engagement Initiative (CEI) is charged with prime responsibility for carrying out the University of Delaware Civic Action Plan, the University's strategic vision for community engagement.

This status report summarizes the accomplishments of CEI from January 2018 through June 2019 and is organized to correspond to the five priority areas defined by the Civic Action Plan: 1) Enhancing capacity to support university-wide community engagement; 2) Fostering engaged scholarship in research/creative activities, teaching and public service; 3) Expanding opportunities for undergraduates and graduate students; 4) Launching knowledge-based partnerships to address critical challenges in Delaware and beyond; and 5) Growing the University of Delaware’s impact in the communities we serve, local to global.

Key milestones include the following:

1. **Enhanced University-wide Capacity to Support Community Engagement:** All seven colleges have defined commitments and contributions to community engagement aligned with their overall priorities. A university-wide Council on Community Engagement promotes policies and practices that support community engagement and collaborative initiatives across campus and in the communities that UD serves. The Council includes representatives from all colleges and 45 centers and institutes.

2. **Expanded Opportunities for Undergraduate and Graduate Students:** The Community Engagement Scholars Course of Study, the first University-wide undergraduate course of study, was approved by the Faculty Senate in May 2018 and underway, with 65 new students enrolled for Fall 2019. A Graduate Certificate in Engaged Scholarship was approved by the Faculty Senate in May 2019. It will launch in Fall 2019.

3. **Increased Support for Engaged Scholarship:** The CEI Faculty Fellows program was established, with nine CEI faculty fellows and a dozen more serving with the new CEI partnerships over the past 18 months. The first University-wide faculty awards for engaged scholarship were presented in May 2019.

4. **New Knowledge-based Partnerships Addressing Critical Society Challenges:** All five knowledge-based partnerships proposed in the Civic Action Plan have been established: Partnership for Public Education; Partnership for Healthy Communities; Partnership for Arts and Culture; Wilmington Public Policy Partnership; and The Newark Partnership.

5. **Increased Recognition for UD as an Engaged Research University:** CEI launched Campus Compact Mid-Atlantic in Spring 2018 and hosted the national meeting of The Research Universities Community Engagement Network in February 2019.

Respectfully submitted,

Dan Rich
Director
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Lynnette Overby
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Strategic Objectives and Action Steps

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

The Civic Action Plan is the strategic vision for strengthening UD’s identity as an engaged research university. The Community Engagement Initiative team holds responsibility for implementing the plan. This Status Report reviews each of these goals and the progress made in carrying out the designated action steps.

A. Enhancing Capacity to Support University-Wide Community Engagement

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

Action Steps

- All seven Colleges will affirm their commitment to community engagement as a part of their missions and priorities. Colleges will begin to initiate programs that reflect those priorities and thereby strengthen opportunities for engagement through research, teaching and service.
  
  **Status:** All colleges have statements approved by their deans on the college’s role in community engagement and its relationship to college priorities. These statements are posted on the CEI website: udel.edu/engage
  
  All of the statements will be updated in 2019-2020.

- The Campus Compact Council will serve as the critical coordinating body for implementation of the civic action plan.
  
  **Status:** The Campus Compact Council helped to develop the UD Civic Action Plan. This Council has now been combined with the Council of Community Engagement and Public Service Centers described below.

- The Council of Community Engagement and Public Service Centers will facilitate collaboration amongst centers to strengthen the impact of their work in Delaware and identify both need and opportunity for new partnership programs, policies and practices that will promote a more community friendly campus.
  
  **Status:** The Council of Community Engagement and Public Service Centers has now grown to include leaders of over 45 University units. In 2019-2020, the Council will add representatives of each of the college deans and will operate going forward as a University-wide Council on Community Engagement. Members of the Council are listed later in this document. The Council promotes improved understanding and coordination of programs across the units represented and meets periodically with University leaders to discuss how policies and practices may better support community engagement and public service.
  
  The Council has established priorities for collaborative action across units, including: better coordination of University programs serving the city of Wilmington; improved transportation for students and others between Newark and Wilmington; improved campus and external communication about community engagement and public service; and a more community-friendly and community-accessible campus in Newark.
The Division of Student Life will confirm its commitment to community engagement and strengthen its capacity to support community engagement in student life and administrative offices.

Status: The Community Engagement Statement of the Division of Student Life is attached. CEI has worked with Residence Life and Housing to re-design service projects for their team of student resident assistants (RAs). Each fall, RAs travel to Habitat for Humanity site locations throughout Delaware to contribute resources in building homes and learning about housing insecurity in the state. This project, combined with a mandatory academic course, provides a comprehensive service-learning experience that enhances the RAs ability to build floor community in the residence halls.

The Division of Intercollegiate Athletics and Recreation Services will confirm its commitment to community engagement and facilitate volunteer and community service projects for team and individual student athletes

Status: The Division of Intercollegiate Athletics and Recreation Services was invited in 2018 to prepare a statement confirming its commitment to community engagement.

The Sustainability Taskforce operates under the Community Engagement Initiative to promote sustainability in academic programs, university operations, and community partnerships

Status: A proposal has been submitted to the Provost for the Sustainability Task Force to transition to an ongoing and more formally recognized UD Council on Sustainability that can effectively coordinate and support the sustainability initiatives and programs undertaken by faculty, staff, and students, working in coordination with the administrative offices and the University Faculty Senate.

A Communications Strategy for community engagement should be developed in collaboration with the offices of Communication.

Status: CEI and the Office of Communications and Marketing (OCM) developed a special issue of the University of Delaware Magazine featuring community engagement in late fall 2018.

A comprehensive communication strategy with OCM has not been carried out and remains one of CEI’s top priorities.

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

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

Action Steps

Faculty Fellows – CEI should support engaged scholarship through appointment of Faculty Fellows and encourage CEI partnerships and colleges to support similar programs. Faculty fellows in each college play leadership roles on key community engagement priorities.

Status: CEI has initiated a faculty fellows program that supports faculty to carry out engaged scholarship applied to communities in and beyond Delaware. Since January 2018, CEI has had nine faculty fellows with additional fellows appointed through the partnerships.

The Partnerships for Public Education, Healthy Communities and Arts and Culture have supported faculty members who are working on specific projects. In 2018–2019, for example, eighteen faculty members were conducting research and engagement projects as part of the Partnership for Healthy Communities.
Scholarship of Engagement – CEI should support the expansion of the definition of scholarship to include engagement.

Status: CEI plays a lead role in promoting, supporting, and recognizing engaged scholarship carried out by faculty, professionals, and students in all colleges. In 2018, for example, CEI worked with the dean and named professors and chairs in the College of Engineering to identify and promote opportunities to support engaged scholarship in engineering. In addition, CEI has promoted engaged scholarship with the University Faculty Senate, the College of Arts and Sciences Faculty Senate, the Graduate Student Senate, and the Master of Arts in Liberal Studies Program.

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

Status: The Faculty Senate has adopted some recommendations of the Task Force with CEI participation and support. CEI also has collaborated with the Office of Institutional Research to improve data on faculty contributions to engaged teaching, research, creative activities, and service.

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

Status: Additional CEI professional development programs for faculty and staff are in progress.

Faculty Learning Community – In collaboration with the Center for Teaching and the Assessment of Learning, the long-term learning community will develop skills on the effectiveness of community-engaged teaching. A program will be developed in the 2019–2020 academic year.

Status: The planned work with the Center for Teaching and Assessment of Learning on the development of a community engagement learning community has not yet been implemented.

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

Status: With funding provided by the Provost's office, the Faculty Senate initiated university-wide awards for Faculty Excellence in Scholarly Community Engagement. The first awards were presented in May 2019 to Roberta Golinkoff, Unidel H. Rodney Sharp Chair in the School of Education, and April Veness, Associate Professor of Geography and of Latin American and Iberian studies. The College of Engineering, the College of Agriculture and Natural Resources, the Lerner College of Business and Economics, and the Biden School currently have faculty awards. The College of Arts and Sciences has committed to initiating a faculty award for outstanding community engagement and public service.

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

Status: This program started in Spring 2017 and introduces faculty and staff to potential community engagement partnerships throughout the state. The program has not been offered every year; the next Discover Delaware Program will take place in Spring of 2020.
C. Expanding Opportunities for Undergraduate and Graduate Students

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

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

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

Action Steps

Undergraduate Students

- **Community Engagement Scholars** – This interdisciplinary program for incoming first-year students is designed to facilitate integration of civic engagement into student academic and career goals.

  *Status:* CEI initiated this affinity program in cooperation with the Office of Enrollment Services. The program has now been incorporated in the Community Engagement Scholars course of study, as described below.

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

  *Status:* The four-year undergraduate Community Engagement Scholars course of study was approved in May 2018. In addition to serving incoming first year students, the course of study provides matriculated students the opportunity to apply before the end of their sophomore year. As of spring 2019, 70 sophomore and first year students were pursuing the new course of study. An additional 60+ students have been accepted to enroll in Fall 2019. A faculty review board oversees the work of Community Engagement Initiative staff in administering the program.

- **Community Engagement Ambassadors** – Undergraduate peer educators serve as a liaison between the Community Engagement Initiative and the student body.

  *Status:* The Community Engagement Ambassadors began in Fall 2017 as a pilot program under CEI. Beginning in Fall 2019 the program will shift to Student Life, specifically Residence Life and Housing. The migration of the peer educator program will allow for enhanced training opportunities, collaboration with other student groups across campus, and strategic supervision that maps to Student Life priorities. The program will maintain its mission to recruit students for service opportunities and provide enhanced reflection for students engaged in co-curricular volunteer and service programs.

- **Co-curricular Program** – The Community Engagement Initiative will collaborate with Student Life professionals to enrich co-curricular programs that deepen understanding of civic engagement.

  *Status:* In 2018-2019, co-curricular partnerships with the Division of Student Life expanded, enabling more students to engage in volunteer work that includes enhanced opportunities to learn from their service experience. CEI facilitated a collaboration between the Center for Teaching and Assessment of Learning and Student Life to map volunteer and community engagement learning outcomes to undergraduate general education learn goals; these are now posted on the Community Engagement Initiative website.

  Student Life developed and implemented a system to track students’ involvement in volunteer service and community engagement. This will allow the university to more systematically collect data on student volunteerism, beginning with a full year pilot in the 2019-2020 academic year.
Service Immersion Programs – Program administrators will coordinate programming and expand the number of undergraduates participating in summer and academic year community engagement immersion programs. This programming will include shared orientations and coordinated presentations at the annual summer Research and Service Symposium.

Status: In collaboration with the College of Agriculture and Natural Resources and the Biden School, CEI conducts an annual orientation for students in summer applied research and public service programs. The orientation includes UD’s history as a Land Grant Institution and allows scholars to share the meaning of applied research and engaged scholarship. CEI also works with the Undergraduate Research Program to include these students in the annual Undergraduate Research and Service Symposium.

Summer Applied Research and Community-Based Programs have expanded to include Wilmington Summer Fellows (a team of Associate in Arts and Newark campus students) SummerCollab Fellows, and STEM Teaching Fellows, which enable non-education STEM majors to explore a service career in teaching.

CEI worked with the Registrar’s office to develop a designation to track courses with service-learning/community engagement components. Beginning in Fall 2019, faculty may use the SERV attribute to confirm courses with a service learning/community engagement component. Establishment of a corresponding note will allow students to search for these courses.

Graduate Students

Engaged Scholarship – CEI, working with the Office of Graduate and Professional Studies and the Graduate Student Senate will expand opportunities for graduate students to participate in engaged scholarship through workshops, a summer fellows program, a graduate student certificate program, an annual conference, and CEI sponsored projects in engaged scholarship.

Status: The Graduate Community Engagement certificate, a collaborative proposal from the Graduate Student Government, the Office of Graduate and Professional Education, and the Community Engagement Initiative was approved by the Faculty Senate in May 2019. The required course, developed for the certificate, will be piloted in Fall 2019 and taught by a CEI Faculty Fellow.

The graduate student workshop series has not yet been implemented.

Graduate students will have the opportunity to participate in the first Provost’s Symposium on Engaged Scholarship to be held in Spring 2020.

Graduate students work as research assistants with the Community Engagement Initiative and with all five of the Community Engagement Partnerships.

Assessment

Learning Outcomes – CEI will develop measures of learning outcomes for all student participants in community engagement (both curricular and co-curricular).

Status: The Community Engagement Initiative has developed an assessment and evaluation framework, developed by Faculty Fellow Allison Karpyn and a committee that includes representation from UD’s Center for Teaching and Learning and the Office of Institutional Research. Surveys have been developed and will be distributed to students, faculty, staff and community partners during the fall semester of 2019. The surveys will be analyzed and the results disseminated in the Spring of 2020;

Awards

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

Status: In Spring 2019, April Singleton was the first UD student to be named a national Newman Civic Fellow with Campus Compact.
In Fall 2019, Dianna Ruberto, Ph.D. Student in Urban Affairs and Public Policy, was named a Publicly Active Graduate Education (PAGE) Fellow of the Imagining America National Organization.

In 2018, an endowed award was created to recognize graduating seniors in public policy and related fields for excellence in community engagement. Going forward, priority for the award will go to students graduating from the Community Engagement Scholars Program. Some colleges and the Biden School have student awards for excellence in engaged scholarship.

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

A key priority of the Civic Action Plan is to launch new partnerships that apply UD’s knowledge and capacity to the challenges that face communities in Delaware and beyond.

**Partnership for Public Education**

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

**Status:** PPE convened stakeholders on campus, as well as members of the P12 community, to examine the impact of the Beau Biden Law on engagement with schools and youth. PPE is advocating for policies which will ease the process of compliance and facilitate greater engagement with youth both on campus and in the community.

PPE supports TeachDE and prepared a final report of the advisory council’s recommendations to create a high-quality, diverse K–12 workforce that meets the needs of Delaware’s schools and its students. The key recommendations are now being shared with state education leaders.

PPE released two policy briefs in Spring 2018: Promoting Culturally Competent Teaching and Coteaching in Delaware.

PPE awarded six faculty grants for engaged scholarship with schools and communities.

**Partnership for Healthy Communities**

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

**Status:** PHC is contracted by the Delaware Division of Public Health (DPH) to implement the Delaware State Health Improvement Plan (SHIP). During 2018-2019, PHC coordinated partnerships between DPH, community groups, and UD faculty and students, including a donor-funded research and evaluation partnership between Behavioral Health and Nutrition faculty and students and the Food Bank of Delaware. PHC also developed donor-funded student summer fellowships with federally-qualified health care centers.

PHC coordinated interdisciplinary research, evaluation and service partnerships, including Healthy Neighborhood strategies (Open Streets Dover, Wilmington Play Streets, and the Domestic Violence Community Health Worker initiative).

In collaboration with the Lieutenant Governor’s office, PHC helped secure funding and partnership support from St. Francis Hospital and Highmark Delaware for a mobile health unit. The unit will enable faculty, staff and students to support improvements in health outcomes in Wilmington’s most vulnerable neighborhoods.

PHC assisted with the development of a new Master of Public Health (MPH) program and has supported teaching modules for Christiana Care’s Internal Residency Program.

The spring 2019 inaugural Policy Academy focused on, “Reducing Inequities in Health and Well-Being by Addressing Structural Racism in the U.S” and was reported in the Delaware Journal of Public Health.
Partnership for Arts and Culture

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

Status: Over 70 university and community representatives are members of PAC.

PAC was officially launched in Spring 2018 at the Baby Grand Theatre in Wilmington, DE with the premiere of Women of Consequence, Ambitious, Ancillary and Anonymous, a dance/theatre production directed by Lynnette Young Overby that explored the lives of African and African American women from the 1800’s to the present.

The PAC faculty mini grant program provided small grants ($4000) for 19 joint university/community projects between Spring 2018 and Spring 2019. In collaboration with the College of Arts & Sciences, proposals focused on societal issues in Delaware and required the inclusion of significant involvement with community partners.

PAC released a policy brief, written by graduate student Dianna Ruberto, on the economic and social impacts of public support of the arts.

PAC is working with the Delaware Division of the Arts, and Delaware Department of Education to establish a Teaching Artist Certificate Program. The first module is being offered during a summer institute in 2019.

PAC provides potential partners for collaborative grants between faculty members and community organizations.

The Newark Partnership

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

Status: The Community Engagement Initiative and the Institute for Public Administration (IPA) in the Biden School, have provided start-up support for The Newark Partnership (TNP), a city-wide, community-based nonprofit organization dedicated to the economic, social, aesthetic and environmental enhancement of the city. TNP was incorporated on December 30, 2018 and is filing for 501(c)3 status. TNP focuses in three areas: enhancing economic prosperity; strengthening the contributions of Newark’s nonprofit sector; and supporting civic engagement.

CEI, IPA and TNP co-sponsor The Newark Futures Workshop series, which brings together those who live, work, and study in Newark to address critical issues impacting the quality of life. The fourth workshop, in May 2019, focused on Strengthening Newark’s Nonprofits, and the recommendations from that workshop will inform the work of TNP in the coming year.

Supported by CEI, the TNP is completing inventories of all Newark businesses and nonprofits to better understand their needs and priorities. TNP will serve some of the functions of a Chamber of Commerce, and also support programs that address issues impacting the long-term quality of life in Newark such as public education and affordable housing.

Another effort in Newark that is organizationally separate from TNP is CEI support for a new UD-NAACP Partnership that focuses on improved collaborations in support of greater diversity and inclusion in the community and the University. A key function of the UD/NAACP partnership has been to preserve the heritage of Newark’s African American community, its landmarks, its history and its contributions. Included in this work is the preservation of the history of the School Hill community adjacent to the University of Delaware. CEI and the UD Library has worked with the NAACP and the Friends of School Hill to preserve the history of this community.

The Wilmington Partnership

The Wilmington Partnership is supported by an agreement between UD, Delaware State University and the Wilmington city government signed in fall 2017 to create a formal framework for collaboration addressing the most compelling challenges and opportunities faced by Delaware's largest city and its residents.

Status: The Wilmington Partnership represents three initiatives coordinated and supported by the Community Engagement Initiative in collaboration with other UD programs. Launched in fall 2017, the Wilmington Policy Partnership is an agreement among the University of Delaware, Delaware State University and the City of Wilmington to collaborate on applied
research and technical assistance to address some of the compelling challenges and opportunities facing Delaware's largest city. This partnership includes an Urban Fellows program through which UD students serve as research assistants for the city government. The partnership also has joined the national Metro Lab network (which includes 45 cities and counties and 55 universities) and identified key policy initiatives for expanding the use of data, analysis and technology in the provision of urban services. One of these is a web-based data portal called How Wilmington Compares which contains information on how Wilmington compares to other towns and cities in the state and across the country on key quality of life indicators.

A second initiative engages leaders of UD centers and institutes that are members of the Council of Community Engagement and Public Service Centers in coordinated efforts to strengthen UD's programs in Wilmington. Led by the UD Center for Community Research and Service, this program is identifying shared needs and priorities for a more coordinated UD presence and impact in Wilmington, especially taking advantage of existing programs and new CEI partnerships.

The third initiative is the ongoing support provided by the UD Institute for Public Administration for the Wilmington Education Improvement Commission, designated under state legislation since 2015. This work includes research, data analysis, and technical assistance as well as organizational support to enable the Commission to advise the Governor and General Assembly on improvements to strengthen Wilmington education and to address the needs of schools statewide that have high concentrations of students in poverty, English language learners, and other students at risk.

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

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

**UD IMPACT** – UD Impact is a research framework for ongoing campus-wide review of all economic, social and educational contributions of the University across the state and region.

Status: A proposal to launch UD Impact was submitted to the UD administration in the spring of 2018 and has not been supported. The proposal remains viable at any time that the university is prepared to support implementation.

**Institutional Leadership in Engagement** – UD will pursue leadership roles in local, regional and global networks.

Status: In April 2018, UD hosted the launch of the newly renamed Campus Compact Mid-Atlantic (now the largest regional Campus Compact group).

UD, Delaware State University, Delaware Technical and Community College, Goldey-Beacom College and Wilmington University have identified staff members who oversee community engagement work at each campus. These representatives have met to explore ways to support the enhancement of student involvement in community engagement and to look for opportunities to collaborate.

In February 2019, UD hosted The Research Universities Civic Engagement Network (TRUCEN) national meeting. The goal of the conference was to share highlights of UD community engagement programming, and to promote a discussion about engaged scholarship among the 30 or more University representatives in attendance.

UD is a member of Imagining America, an organization focused on engaged scholarship in the arts, humanities and design.

UD also is a member of the Engagement Scholarship Consortium, for which Lynnette Overby serves as an officer, and is focused on providing resources and support for the acknowledgement of engaged scholarship in higher education.
Community Engagement Initiative
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Lynnette Overby, Deputy Director; Professor of Theatre
Susan Serra, Assistant Director of Service Learning
Valerie Lane, Assistant Director of Community Programs
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Council of Community Engagement and Public Service Centers
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Nancy Karibjianian, Co-chair; Director, Center for Political Communication
Carlos Asarta, Director, Center for Economic Education and Entrepreneurship
Signe Bell, Director, Nonprofit and Community Programs, Center for Community Research and Service, Biden School
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Ed Ratledge, Director, Center for Applied Demography and Survey Research
Chandra Reedy, Professor; Interim Director of the Center for Historic Architecture and Design
Michelle Rodgers, Director of Cooperative Extension
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The UD-NAACP Partnership
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Dr. Lynnette Overby, Deputy Director of the Community Engagement Initiative; Professor of Theatre
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Cami Seward, Coalition to Dismantle the New Jim Crow
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Niah Cox-Lane, Programming Chair, University of Delaware, NAACP
Adrienne Martin, Instructor, Newark High School
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Donna Jackson, NAACP
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Lauren Bullins, NAACP Youth Council
Shyanne Miller, Coalition to Dismantle the New Jim Crow/Newark NAACP

**Partnership for Arts and Culture (PAC)**

Lynnette Overby, Director; Deputy Director of the Community Engagement Initiative; Professor of Theatre
Liza Amatetti, Program Coordinator, CEI

**PAC Steering Committee**

Sam Sweet, Co-chair, Executive Director and Chief Executive Officer, Delaware Art Museum
Jame McCray, Co-chair, Marine Advisory Service Specialist, Earth Ocean & Environment
Greg Shelnutt, Co-chair, Faculty Fellow, Community Engagement Initiative; Chairperson, Art & Design
Suzanne Burton, Interim Associate Dean, Arts & Sciences; Professor, Music
Deb Hess-Norris, Chairperson, Art Conservation; Unidel Henry Francis DuPont Chair, Art Conservation
Lauren Petersen, Interim Associate Dean, Arts & Sciences; Professor, Art History

**Partnership for Healthy Communities (PHC)**

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Erin Knight, Deputy Director of the Partnership for Healthy Communities; Associate Director and Policy Scientist, Center for Community Research and Service; Assistant Professor, Biden School
Noël Sincere Duckworth, Program Coordinator

**PHC Steering Committee**

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Kathy Matt, Co-chair, Dean, College of Health Sciences
Mark Rieger, Co-chair, Dean, College of Agriculture and Natural Resources
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Cassandra Codes-Johnson, Associate Deputy Director, Delaware Division of Public Health
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Jerome Lewis, Director, Institute for Public Administration, Biden School
Barret A. Michalec, Associate Dean, Interprofessional Education, Health Sciences/College of Arts & Sciences
Lynnette Overby, Deputy Director, Community Engagement Initiative; Director, Partnership for Arts and Culture; Professor of Theatre, University of Delaware
Steve Peuquet, Associate Professor, Biden School
Brian Rahmer, Vice President of Health and Housing, Enterprise Community Partners; Policy Fellow, Center for Community Research and Service, University of Delaware; Fellow, Center for Public Health Initiatives, University of Pennsylvania
Dan Rich, Director, Community Engagement Initiative; University Professor of Public Policy, Biden School
Michelle Rodgers, Director of Cooperative Extension
Megan Rothermal, Assistant Professor, Department of Public and Allied Health Sciences, Delaware State University
Karen Speakman, Executive Director, National Council on Agricultural Life and Labor Research Fund, Inc. (NCALL)
Michael Vaughan, Associate Dean for Academic Affairs, College of Engineering
Christy Visher, Director, Center for Drug and Health Studies; Professor, Department of Sociology & Criminal Justice
Valerie Yancy, Program Coordinator, Student Central
Partnership for Public Education (PPE)
Liz Farley-Ripple, Director, Associate Director of the School of Education; Assistant Professor in the School of Education
Fran O’Malley, Interim Director, Policy Scientist, Institute for Public Administration; Assistant Professor, School of Education
Ariana Minella, Assistant Director
Erin Baugher, Assistant Director
Carolyn Hammerschmidt, Program Associate

PPE Steering Committee
John Pelesko, Co-Chair, Dean, College of Arts and Sciences
Carol Vukelich, Co-Chair, Dean, College of Education and Human Development
Janice Barlow, Policy Scientist, Center for Community Research & Service, Biden School; Director, KIDS COUNT in Delaware
Martha Buell, Director, Delaware Institute for Excellence in Early Childhood
Doug Crouse, State Program Leader, Cooperative Extension
Doug Doren, Vice Provost, Graduate and Professional Education
Christine Gorrowara, Interim Director, Delaware Center for Teacher Education
Jerome Lewis, Director, Institute for Public Administration (ex officio)
Nakia Mack, Director, Pre College Programs
Bonnie Meszaros, Associate Director, Center for Economics Education and Entrepreneurship
Sandra Millard, Deputy University Librarian and Associate University Librarian for Public Services and Outreach, UD Library, Museums and Press
Chrystalla Mouza, Director, School of Education
Joseph Pika, Former President, Delaware State Board of Education; Former James R. Soles Professor, Political Science and International Relations (ex officio)
Keeley Powell, Assistant Dean for Undergraduate Services, College of Earth, Ocean, and Environment
Daniel Rich, Director, Community Engagement Initiative (ex officio)
Sharon Walpole, Director, Professional Development Center for Educators
Jacquelyn Wilson, Director, Delaware Academy for School Leadership

The Newark Partnership Governing Board
Michael Chajes, Director, University Honors Program and Professor of Civil & Environmental Engineering, University of Delaware
Chris Duke, Senior Associate, Becker Morgan Group, Inc.
Carla Grygiel, Executive Director, Newark Senior Center
Marge Hadden, City of Newark Resident
Donna Hoke, Owner, Unique Impressions
Bryan Horsey, Manager, External Affairs & Operations at Bloom Energy
George Irvine, Interim Associate Vice Provost, Professional and Continuing Studies, University of Delaware
Paul Keely, Owner, King Print & Promo
Chris Locke, General Counsel and Senior Vice President, Lang Development
Roy Lopata, City of Newark Resident
Linda Majewski, Executive Director, Newark Arts Alliance
Heidi Martelock, Site Manager, Wilmington Area Labs, Chemours
Carol McKelvey, City of Newark Resident
Lee Mikles, Owner, Grain on Main
Mark Morehead, City Councilman, City of Newark
Meghan Mullenix, Undergraduate Student Government Association, University of Delaware
Mike Ratchford, Government Relations Associate, WL Gore
Dan Rich, Director, Community Engagement Initiative, University of Delaware
Polly Sierer, Former Mayor, City of Newark
Katalin Takacs Haynes, Associate Faculty Director for MBA Programs, University of Delaware
Brian Tharan, Digital Marketing Coordinator and Creative Director, Newark Toyota World
Max Walton, Managing Partner and Chair of Government Practice, Connolly Gallagher LLP
Freeman Williams, NAACP Newark Chapter

Wilmington Public Policy Partnership
Jason Bourke, Interim Director of the Master of Public Administration Program, Delaware State University; Wilmington Partnership Fellow, Visiting Scholar, Community Engagement Initiative, University of Delaware
Greg Dobler, Assistant Professor, Biden School, University of Delaware
Patrice Gilliam-Johnson, Dean of Graduate, Adult and Continuing Studies, Delaware State University
Roger Hesketh, Associate Policy Scientist, Center for Community Research and Service, Biden School, University of Delaware
Steve Metraux, Interim Director, Center for Community Research and Service, Biden School, University of Delaware
Sean O'Neill, Policy Scientist, Institute for Public Administration, Biden School, University of Delaware
Tom Ogden, Deputy Chief of Staff for Fiscal and Operations Management, Office of the Mayor
John Rago, Deputy Chief of Staff or Policy and Communications, Office of the Mayor
David Sophrin, Policy Scientist, Office of the Mayor

Faculty Fellows

Jason Bourke, Wilmington Partnership Fellow and Visiting Scholar, Community Engagement Initiative
Ann Bell, Affiliated Faculty for the Masters in Public Health Program; Sociology and Criminal Justice
Michael Chajes, Sustainability Fellow for the Community Engagement Initiative; Civil and Environmental Engineering
Susan Conaty-Buck, Future of Nursing Fellow for the Partnership for Healthy Communities; School of Nursing
Jon Cox, Faculty Development Fellow for the Community Engagement Initiative; Art and Design
Gina Crist, Wilmington Play Streets Fellow for the Partnership for Healthy Communities; College of Agriculture and Natural Resources
Rysheema Dixon, Wilmington Play Streets Fellow for the Partnership for Healthy Communities
Elizabeth Finkle, Correctional Officers Health and Wellness Fellow for the Partnership for Healthy Communities; Health and Behavior Sciences
Ruth Fleury-Steiner, DCADV Program Development Fellow for the Partnership for Healthy Communities, Human Development and Family Studies
Christine Grogan, Open Streets Dover Fellow with the Partnership for Healthy Communities; Associate in Arts Program
Barbara Habermann, Future of Nursing Fellow for the Partnership for Healthy Communities; School of Nursing
Bethany Hall-Long, Faculty Fellow for Mobile Health Unit; Lieutenant Governor; Professor, School of Nursing
Jennifer Horney, Affiliated Faculty for the Masters in Public Health Program; EPID
McKay Jenkins, Sustainability Fellow for the Community Engagement Initiative; English
Jonathan Justice, Affiliated Faculty for the Biden School Capstone Projects; Biden School
Allison Karpyn, Assessment Fellow for the Community Engagement Initiative; Center for Research in Education and Social Policy
Tara Leonard, DCADV Program Development Fellow for the Partnership for Healthy Communities, Behavioral Health and Nutrition
Laura Lessard, DCADV Program Development Fellow for the Partnership for Healthy Communities, Behavioral Health and Nutrition
Melissa Melby, Affiliated Faculty for the Masters in Public Health Program; Anthropology
Barret Michalec, Policy Fellow for the Partnership for Healthy Communities; Associate Dean, Interprofessional Education, Health Sciences/College of Arts & Sciences
Freda Patterson, Food Bank of Delaware Research Fellow for the Partnership for Healthy Communities; Behavioral Health and Nutrition
Steve Peuquet, Healthy Communities Delaware Fellow for the Partnership for Healthy Communities, Biden School
Victor Perez, Health Narratives Fellow for the Partnership for Healthy Communities; Sociology and Criminal Justice
Michael Peterson, Correctional Officers Health and Wellness Fellow for the Partnership for Healthy Communities; Health and Behavior Sciences
Lorraine Phillips, Future of Nursing Fellow for the Partnership for Healthy Communities; School of Nursing
Jeffrey Richardson, Community Engagement Initiative Fellow; Director of Outreach and Engagement, College of Arts and Sciences
Sharon Robson, Food Bank of Delaware Research Fellow for the Partnership for Healthy Communities, Behavioral Health and Nutrition
Laurie Ruggiero, DCADV Fellow for the Partnership for Healthy Communities, Behavioral Health and Nutrition
Andrea Sarzynski, Faculty Fellow for the Community Engagement Initiative; Biden School
Greg Shelnutt, Co-chair and Fellow for the Partnership for Arts and Culture; Art and Design
Richard Suminski, Open Streets Fellow for the Partnership for Healthy Communities; Behavioral Health and Nutrition
David Teague, Faculty Fellow for the Partnership for Arts and Culture; Associate in Arts Program
Sarah Trembanis, Open Streets Dover Fellow for the Partnership for Healthy Communities; Associate in Arts Program
April Veness, Faculty Fellow for the Community Engagement Initiative; Geography/Latin American and Iberian Studies

Graduate Students

Erin Baugher, Partnership for Public Education; TeachDE
Stephanie Becker, WEIC
Jennifer Daniels, The Newark Partnership
Carolyn Hammerschmidt, Partnership for Public Education
Chester Holland, WEIC
Kalyn McDonough, Partnership for Healthy Communities
Michael Morris, Community Engagement Initiative
Dianna Ruberto, Community Engagement Initiative
Sonya Sedequi, WEIC
Jason Wardrop, UD Sustainability Taskforce
Commitment to Community Engagement

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Mark Rieger, Dean

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

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

In CANR it is important to distinguish among Extension, Outreach and Service largely due to accountability of funders.

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

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

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

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

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

Scholarship occurs in all three missions of CANR: teaching, research and extension.
How community engagement relates to the mission and responsibilities of CANR

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

Cooperative Extension, established by the passage of the Smith-Lever Act in 1914, established a mechanism to enable scholars in land-grant institutions to expand and sustain their engagement in the “actual work of the world” (Rasmussen 1989). A critical context of extension work is that it is designed to not only be of value for the development of individuals and communities but also as being valuable to the development of better colleges due to the vigorous reciprocity. “It not only carries knowledge from the university to the people, but it also works in reverse: it carries from the people to their College practical knowledge whose workability has been tested...in communities.” (Smith, 1949)

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

This historical role of applying skills, resources and energy to address the challenging issues in society is part of the culture of CANR. The three central missions of the College are teaching, research and extension and scholarship of outreach is considered a component of each.

How community engagement relates to the strategic priorities of CANR

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

- Sustainable food systems, landscapes and ecosystems
- Genetics and genomics for plant, animal, and ecosystem improvement
- “One Health” initiative-animal, plants, human ecosystems
- Human dimensions of food, agriculture and natural resources
- Climate change-impacts, mitigation and adaptation

All outreach and extension efforts are aligned around these unique strengths. Research priorities are further informed by the outreach and extension programs. Due to state and federal funding resources that support the extension and research components of CANR, indicators for each of these five strengths are documented annually at the national, state and local level.

Statement updated Summer 2019
Commitment to Community Engagement

COLLEGE OF ARTS AND SCIENCES

John Pelesko, Dean

What community engagement means for the College of Arts and Sciences

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

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

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

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

Improving public education, health, and environmental quality

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

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

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

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

- Students in material culture studies regularly share their research with public audiences in the Osher Academy of Lifelong Learning and other public venues. They have assisted with regional community and museum conservation projects in Newark, Smyrna, Dover and Wilmington and worked globally in the preservation of at-risk collections.
Our Artist-in-Residence program with the Nemours/Alfred I. DuPont Hospital for Children uses art to support wellness and health.

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

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

**Encouraging economic development and improved government services**

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

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

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

**Expanding arts and cultural programs that enrich quality of life**

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

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

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

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

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

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

ALFRED LERNER COLLEGE OF BUSINESS AND ECONOMICS

Bruce Weber, Dean

Community Engagement & Opportunity, Inc.

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

Community engagement allows Lerner College faculty and students to study how businesses operate in an environment of scarce resources, rapid change, global competition and advancing technology, and to develop imaginative, entrepreneurial solutions for this challenging environment.

We see community engagement as an opportunity for interaction with our business, government and societal partners, making engagement a key part of Lerner’s identity statement: “Opportunity, Inc.”

Lerner’s Community Engagement in Action

Lerner’s community engagement takes four principal forms:

1. Research in Action – Lerner scholars conduct research that can change how businesses operate. Our four research centers extend our research to key stakeholders:
   - The Center for Applied Business & Economic Research (CABER)
   - The Center for Economic Education & Entrepreneurship (CEEE)
   - The Institute for Financial Services Analytics (IFSA)
   - Hospitality Associates for Research & Training (HART)

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

Examples of our research in action include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COLLEGE OF EARTH, OCEAN, AND ENVIRONMENT

Estella Atekwana, Dean

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

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

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

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

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

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

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

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

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

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

Community engagement at the College of Earth, Ocean, and Environment is not relegated solely to centers and other institutional frameworks, however. As directly tied to the college's mission as it is, community engagement permeates all of its work and can be seen in the research and teaching of individual faculty members as well.

In the Department of Geography:

- Saleem Ali mediates international environmental disputes through diplomacy.
- Lindsay Naylor works directly with community members in her research on issues of food justice and the use of agriculture for empowerment.
- April Veness is one of the inaugural Community Engagement Fellows and will help CEOE’s efforts coordinate with and enhance the university’s Community Engagement Initiative.

In the Department of Geological Sciences:

- Several faculty members study groundwater resources locally and internationally, including Holly Michael and Ronald Martin, who has collaborated with Peter McLaughlin of the Delaware Geological Survey on the topic locally.
- Neil Sturchio and his students are studying radioactivity of the Nubian Aquifer in Egypt and have used the isotopic composition of perchlorate as a forensic tracer in the groundwater basins of southern California, where the drinking water of 15 to 20 million people is affected by perchlorate contamination.

In the School of Marine Science and Policy:

- Jeremy Firestone has conducted research on public perceptions of offshore wind power generation, helping to evaluate the support for offshore turbines. Firestone was recently named to Gov. John Carney’s Offshore Wind Working Group.
- School Director Mark Moline conducts Project Recover, in which he uses the school’s autonomous underwater vehicles to search for American planes lost at sea during World War II.
- The school has an educational partnership with the United States Naval Academy that involves hosting midshipmen as interns each summer and providing instruction in Annapolis, Lewes and online.

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

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Carol Vukelich, Dean

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

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

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

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

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

Community engagement is woven into the foundation of our college.

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

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

1. Advances knowledge and develops solutions to the problems that face our schools and the challenges encountered by children, adults and families and the communities in which they live;
2. Prepares leaders in education and human services through programs of superior quality; and
3. Serves the citizens of Delaware, the nation and the world through the application of rigorous, interdisciplinary research that addresses critical social needs of our time.
Our students, faculty and staff embrace this mission, making a difference in the lives of our most vulnerable populations. We have established connections in the community that:

- Advocate for survivors of domestic abuse.
- Provide long-term support for teachers and children in inner-city Wilmington schools such as Stubbs Elementary School and the Early Learning Center in the Southbridge Neighborhood House.
- Support young adults with intellectual disabilities as they attend classes at UD, participate in social activities and internships and develop life skills through our Career and Life Skills Certificate (CLSC) program.
- Help residents in Delaware nursing homes regain forgotten memories by implementing the therapeutic Music and Memory program.
- Conduct research and provide professional development in all 19 Delaware school districts, introducing improved instruction in math, literacy, social studies and science to children from preschool to high school.

**How community engagement relates to the strategic priorities of the College**

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

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

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

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

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

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

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

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

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

COLLEGE OF ENGINEERING

Babatunde A. Ogunnaike, Dean

What community engagement means for the College of Engineering

The College of Engineering at the University of Delaware traces its origins to 1837, when a class in “surveying and leveling” was first taught at Newark College. The College is now home to seven academic departments and three degree programs devoted to building a community of “solution providers” committed to addressing problems associated with sustainability, energy, health care, the environment, etc., with the goal of expanding the frontiers of knowledge for the overall benefit of our global society.

For us, the term “community engagement” describes a purposeful interaction between institutions of higher education and the broader surrounding communities (local, regional/state, national, global), in the form of a partnership and a reciprocal exchange of knowledge and resources for mutual benefit. The College is committed to substantive and sustainable engagement with communities, and values the opportunity to explore how our core activities of teaching, research and service can be leveraged for mutual benefit. We believe that the ultimate goal of community engagement is to connect College assets and resources with those of the public and private sectors in order to enrich curriculum, scholarship, research and creativity, in a manner that will in turn be beneficial to the public and private sectors. We support the UD Campus goal of preparing educated and engaged citizens, enhancing their understanding and appreciation for democratic values, civic and societal responsibility and of strengthening their personal commitment to the public good. The quality of engagement activities in these community partnerships is more important to the College than mere quantity. Consequently, the College values longer-term community engagement opportunities with potential for significant (and measurable) impact.

We believe that our College exists to cultivate learning, develop knowledge and foster the free exchange of ideas in an increasingly diverse and complex, global marketplace. COE faculty, staff and students are involved in generating technology solutions to benefit society and enhance the human experience. Often these solutions are informed by nuanced discussions related to public policy, cultural sensitivity, economic impact, human health and quality of life. As for student development, our community engagement activities allow students to become aware of how their technical skills can be applied for service and outreach while simultaneously exposing these students to possible careers in nonprofit organizations, teaching, etc. We look for ways to increase the scope of our community engagement each year, with the result that our College now has many projects, programs and activities that connect us to the larger community in support of the broader engagement agenda of the institution. We are committed to encouraging and supporting our faculty, students and staff to expand and intensify this connection to, and cooperation with, our diverse community partners.

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

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

FALL 2017
Mechanical Engineering
The Department of Mechanical Engineering’s community engagement efforts are in two strategic areas:
- The K–12 educational community, with programs ranging from K–12 student engagement and recruitment, to teacher professional development around pre-college engineering curriculum;
- Empowering undergraduate and graduate students—as well as faculty—to provide content knowledge to community partners in need of engineering expertise, e.g., Goodwill of Delmarva and International Paralympics.

Computer and Information Science
The Department of Computer and Information Science’s engagement primarily involves providing opportunities for students to develop software for clients in the local community. For example,
- In CISC275: Introduction to Software Engineering, students learn how to work through an iterative process of software design, implementation, testing and deployment and engage in projects that will be used in the real world, in partnership with clients such as the Delaware National Estuarine Research Reserve.
- CISC357: Field Experiences in Computer Science, designed to provide students “field experiences,” has, for example, brought educational games into the Chester School District and has students going out into the community to teach computer science in elementary schools.

Civil and Environmental Engineering
The Department of Civil and Environmental Engineering is involved in the following activities:
- Investigation of parking issues in the city of Wilmington, as part of a graduate course in Urban Transportation Systems.
- Facilitation of “Circuit Rider” effort for Delaware. The “Circuit Rider” program provides support for small towns and municipalities in Delaware for a host of technical, regulatory, procedural and policy areas of transportation.
- Participation in UD’s chapter of Engineers Without Borders.
- Development of asset management software tools for local government.
- Sponsorship of a Fulbright visiting scholar summer program for scholars from Iraq.

Chemical and Biomolecular Engineering
The Department of Chemical and Biomolecular Engineering is involved in the following activities:
- Alternative Spring Break and Engineers Without Borders, where students provide services to the less fortunate nationally and internationally, respectively;
- Design projects in which senior students developed an ammonia decomposition process to be used for removal of ammonia from chicken houses in our region;
- Teaching (by some department faculty) at the African University of Science and Technology (AUST) in Nigeria, part of the Nelson Mandela Institutions Network of five high-level universities in sub-Saharan Africa (SSA), whose primary objective is to provide graduate education for a new generation of scientists and engineers who will subsequently provide leadership in academia and industry for their subcontinent.
- Fundraising by the AIChE Student Chapter for students in the 4Youth program, a program aimed at educating underprivileged youth in the Wilmington area through after-school programs.
Commitment to Community Engagement

COLLEGE OF HEALTH SCIENCES

Kathleen Matt, Dean

What community engagement means for the College of Health Sciences

The College of Health Sciences (CHS) works on the principle that health is determined by many factors in your environment—not just by your physiology. Health is also affected by behavioral, cultural, environmental and societal factors. This holistic approach to health is the approach that

CHS leads in working to improve health outcomes for the state. This holistic approach underscores why we are so excited to play a leadership role in the Community Engagement Initiative and the Partnership for Healthy Communities.

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

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

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

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

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

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

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

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

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

A critical goal is to identify and meet the needs of the community. The College of Health Sciences partnered with the state of Delaware to create a Communications Sciences and Disorders graduate program at the University of Delaware in order to address a shortage of speech pathologists in the state. The program aims to address the needs of some of the most vulnerable and under-served populations in the state. The First Step Grand Challenges program, spearheaded by the College of Health Sciences and the Horn Program in Entrepreneurship, is an interdisciplinary competition that tasks students with developing novel solutions to important societal and environmental challenges both here in Delaware and around the globe. Service further embeds the College of Health Sciences within the community. Our students, faculty and staff serve the community they are rooted in, whether it’s working the griddle at Pancakes for Parkinson’s to raise money for the Michael J. Fox Foundation for Parkinson’s Research or pushing someone in a Fusion Inclusion adaptive chair at a local 5K. Being in the community offers an opportunity for direct impact and authentic connection, like the health screenings offered at Bethel AME Church in Wilmington through the Medical Laboratory Sciences department or the student volunteers who spend time helping people with chronic disease through Lori’s Hands. By creating opportunities for faculty, students and staff to be present, connect and learn in spaces that shape the health of many of our community members, the College of Health Sciences is closing the care gap, eliminating barriers and creating context for the design of healthy, equitable and thriving communities.

How community engagement relates to the strategic priorities of CHS

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

The four goals are:

1. Improve the health of all Delawareans through education, research, care, service and innovation.
2. Be a trusted and respected partner/workforce development thought leader for community members, community organizations, support groups and health professionals.
3. Drive population health and well-being practices in the local, regional and global community and workplace.
4. Drive policy in state government and insurance companies through developing research and innovation with biopharmaceutical and other industry partners for economic impact and workforce development.

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

DIVISION OF STUDENT LIFE

José-Luis Riera, Vice President

What Community Engagement Means for the Division of Student Life

The Division of Student Life is deeply committed to its vision to inspire students to become thriving individuals, able to enrich their communities and make meaningful contributions to society as engaged citizens, inclusive leaders and lifelong learners. The Division of Student Life encompasses all walks of the student experience through the Career Services Center, Center for Black Culture, Center for Counseling and Student Development, Fraternity and Sorority Leadership and Learning, Office of the Dean of Students, Office of Orientation and Transition Programs, Office of Student Conduct, Residence Life and Housing, Student Diversity and Inclusion, Student Health Services, Student Services for Athletes, Student Wellness and Health Promotion, and the University Student Centers.

Our efforts engage students in all aspects of their lives beyond the classroom. We strive to help students take leadership roles in developing a healthy and thriving campus community. We also provide structures, support, and encouragement for students to develop habits of contributing to the broader society through service.

Student Life encourages community engagement in two distinct areas: engagement in community, and educating students beyond the classroom to support a lifetime of active citizenship.

Advancing Civic Leadership Beyond the Classroom

The Division of Student Life enhances in-classroom learning with direct applications to community engagement. Our emphasis on student learning beyond the classroom and advancing University of Delaware General Education Purposes and Objectives is expressed through our many unique roles with students. The learning outcomes we pursue with both student-led and department-driven programming help students build intent and take action in the world.

Beginning with New Student Orientation, all incoming students are exposed to their potential roles to be civically engaged and the avenues to make an impact at UD and beyond. Students’ extended orientation programming, 1743 Welcome Days, expands this by introducing first-year students to a wealth of opportunities where they can learn how to make a difference and start their UD journey in a manner that moves beyond self-gain toward impacting society.

More than 95% of incoming students live on campus and are mentored by Resident Assistants who are trained on frameworks of inclusion, individual contribution to communities, and civic impact. Beyond the initial training, all new RAs participate in a service learning course with both faculty and staff experts and partner with the Community Engagement Initiative to explore social change models with a culminating Habitat for Humanity build project in southern Delaware. Additional peer educators throughout the Division mentor students in various areas helping them develop healthy norms on and off campus through programs such as Each One Reach One, New Student Orientation, Student Conduct Appellate Board, Healthy HENS, Helping Each Newcomer Succeed, and Promoters of Wellness. Many of these opportunities also connect new students with upperdivision students, alumni, local communities, and national organizations resulting in blossoming professional relationships.

Over 400 Registered Student Organizations (RSOs) exist to give students practice and opportunities to become leaders and shape their communities. Our students demonstrate their commitment to community engagement through over 30 advocacy groups ranging from Amnesty International to Ducks Unlimited and over 30 service organizations spanning the range from Music With Heart to Canine Companions for Independence. Each RSO is student-led by an executive board and students learn valuable skills for civic leadership while working with highly invested faculty and staff advisors. Students in the residence halls create self-governing floor councils and committees mimicking civic associations and learn neighborhood leadership skills that will be valuable in their post campus lives. Through these councils, students gain formal leadership development and guidance in creating initiatives to improve their communities.

Our Center for Black Culture hosts thousands of students, families, alumni, and local community members annually at major cultural and educational events on campus highlighting prominent voices regionally, nationally, and internationally. These events and traditions provide deep community engagement opportunities for UD and the broader regional community while boosting awareness of issues facing our communities.
As our students progress through their coursework, our Career Services Center works with each of the Colleges and majors and actively connects students to internships, volunteer opportunities, and mentor connections. The Center recruits former graduates to give back to their UD community with their time, talents, and guidance for current students. The Center hosts key community engagement events such as the Diversity and Inclusion Professional Development Conference and the Social Impact Meet-up.

**Encouraging UD Students in Our Communities**

Engaging students in our many communities is a pride point for the Division. Throughout all elements of our work, we view University of Delaware students as citizens on a lifelong path who are here to develop personally, educationally, and professionally. We create opportunities and pathways for students to develop a sense of community belonging as they learn about themselves and others.

Incoming students often build their network within our spaces and through our services. Our Center for Black Culture (CBC) and Student Diversity and Inclusion staff create spaces and moments for students who are underrepresented at UD that build a strong community foundation. The CBC and Student Diversity and Inclusion staff members serve to challenge structural inequality leading to more engaged underrepresented communities both on and off campus — a foundation for civic action. The Division of Student Life also provides ample support, funding, and advisement for students to create their own campus associations organized around common interests, identities and goals — endeavors which often translate to significant engagement and impact at local and global levels.

Around 1 in 3 UD students choose to participate in UD’s fraternities and sororities, communities which annually volunteer over 30,000 hours and raise over $200,000 for philanthropic causes. Since its founding, the student-run UDance organization has raised more than $9.17 million for families battling childhood cancer, while raising awareness, and creating lifelong relationships between UD students and local families. Our students in first-year residence halls engage in weekly service events with partner organizations such as the Ronald McDonald House and the Little Sisters of the Poor. Residence Life and Housing also partners with numerous community agencies to hold an annual “Night of Service” event to connect residence hall students with local service opportunities. Our annual MLK Day of Service brings over 100 students together for a day of reflection and volunteer work on site with community partners. Our Center for Black Culture hosted the first Alternative Spring Break service trip in 2006, and continues to collaborate in support of diversifying the participation in UD Alternative Breaks to boost engagement of underrepresented communities both on and off campus.

Students build their UD community through making distinctive contributions to the community at large.

Our Blue Hen Leadership Program (BHLP) offers a leadership development program fully integrated with service and community agency partners with frequent faculty experts interspersed throughout the program Tier 1 certificate students complete community service, either through a service initiative planned by the University Student Centers staff, or by working with a verified group or agency. Tier 2 is a year-long program engaging students in learning about the leadership involved in group work. Groups of students partner with non-profit organizations to work on a project that furthers the mission and impact of the organization. Tier 3 BHLP Community Fellows study nonprofits and then, based on researching an identified need, design and implement a social entrepreneurial venture that supports a local agency addressing a specific community issue. This engagement, combined with BHLP’s monthly service initiatives and alternative break trips, support mutually beneficial relationships with nearly 40 local and national nonprofits. The Division of Student Life views community engagement as an intra- and interpersonal journey that is critical, yet different, for every Blue Hen. From their first step on campus to their walk across the commencement stage, we aim to further our students’ exceptional course-based learning and prepare each with the knowledge and tools they need to discover their path, prioritize their wellbeing, understand how their behavior impacts others, and ultimately take action in each of their communities for the mutual benefit of Delaware and the world.
Commitment to Community Engagement

LIBRARY, MUSEUMS AND PRESS

Trevor A. Dawes, Vice Provost for Libraries and Museums and May Morris University Librarian

What community engagement means for the Library, Museums and Press

At the Library, we nurture the community’s intellectual curiosity and free inquiry. Here, everyone is empowered to learn and flourish.

To ensure the success of all of our users, we share our collections, provide our expertise and collaborate with local, regional, national and international communities. We are focused on providing a welcoming environment for all who enter our physical and digital spaces:

- Every fall and spring semester, we hold four major exhibitions in gallery spaces across the Newark campus that enable the public to engage with and explore our collections of art, minerals, and rare and unique books. All of these exhibitions are free and open to the public.
- Throughout the year, we offer workshops that are open to the public. In the past, these workshops have focused on building skills such as grant writing, genealogical research and digital archiving of family photos and mementos.
- To expand the range of materials the public can interact with throughout exhibitions and programming, we partner and participate with regional and national cultural organizations, museums and libraries to lend or borrow materials from our collection, and co-host exhibitions and additional programming. Recently, we hosted “DEstination: Space,” a traveling exhibition sponsored by Delaware Humanities, that chronicles Delaware’s past and present involvement with space exploration. As part of the exhibition, we provided an oral history workshop at the Wilmington Public Library that was livestreamed to the Dover Public Library and Georgetown Public Library.
- Given our emphasis on education, we make a special point to engage with younger communities. Through a partnership with the state of Delaware, our UDLib/SEARCH program provides online databases and teacher training for Delaware K-12 public schools. We also provide outreach to K-12 schools through tours and access to the galleries.
- To reach regional and national academic communities, we also work with other UD academic departments. For the past two summers, we have partnered with the Department of Art Conservation to provide students and faculty visiting from a variety of historically black colleges and universities with access to the galleries and our African American art collection.
- We collaborate with local organizations to provide training to community members on how to digitize and organize collections. Through a partnership with New Castle County’s Route 9 Library and Innovation Center, we provided an instructional workshop that showed community members how to preserve their collections of family photos and documents as well as collections that help preserve the community’s local history.
- We host robust academic programs that are open to broad audiences. Recently, we partnered with UD’s Center for Material Culture Studies to host the Black Bibliographia: Print/Culture/Art symposium, which brought in scholars from across the nation who are interested in the long understudied field of designing, printing and publishing black books. Other academic programs open to the wider community are related to our exhibitions, such as “My Art Speaks for Both My Peoples”: A Symposium on Elizabeth Catlett—a fall 2019 symposium that allows attendees to go beyond what is on display in the exhibition to dive deeper into Catlett’s life and artwork.

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

The Library is the intellectual and interdisciplinary hub of the University. As such, we support the University’s efforts to positively impact the community and offer innovative solutions to global problems.

We inspire the intellectual, scholarly and creative achievements of both University and global communities through our expert staff, excellent service, dynamic learning spaces, and access to diverse collections and information resources.
We are dedicated to:

- Creating a welcoming environment that is open and accessible to all.
- Providing equitable service to a diverse community of users.
- Promoting an atmosphere of respect and civility as an essential way to strengthen these communities.
- Embracing intercultural competence.
- Preserving, disseminating and providing equitable access to knowledge.
- Assisting in the creation of scholarly materials.
- Fostering lifelong learning.
- Supporting scholarship and critical thinking.

These values ground our strategic and operational decisions and inform the way we develop personnel, spaces, collections, services and programs.

How community engagement relates to the strategic priorities of the Library

“Partnership and Collaboration” is one of the Library’s four strategic priorities. Within that priority, there are several goals centered on community engagement:

- Develop relationships on and off campus that preserve and protect intellectual and cultural heritage.
- Improve education and quality of life in Delaware in support of the University’s community engagement and research efforts.
- Investigate and take advantage of opportunities that utilize Library resources for entrepreneurial endeavors.
- Foster cross-departmental partnerships that improve communication and build goodwill.

The aim of these community engagement-focused goals is to encourage and support the widest possible use of the rich resources available through the Library.