STANDING COMMITTEES

Academic and Student Affairs Committee

Community Engagement as a Distinct Academic Practice at UW Bothell

INFORMATION

This item is for information only.

BACKGROUND

UW Bothell’s commitment to community engagement is embedded in the campus mission and values and is one of the seven priorities of the 21st Century Campus Initiative strategic plan. These priorities include: Growth, Resourcefulness, Diversity, Student-Centered, Community, Innovation, and Sustainability.

Community engagement is both a priority within the strategic plan and a methodology central to its realization. It is one of three distinctive academic practices, along with Cross-Disciplinarity, and Connected Learning, that are the “how” to the “what” of UW Bothell’s strategic priorities. Known together as the 3Cs Framework, these practices define UW Bothell’s success across student experiences, intellectual communities of faculty and staff, and the larger communities beyond the campus.

The ongoing commitment to community engagement as one of the 3Cs engages all dimensions of UW Bothell’s work, serving as a catalyst for innovation through a continual exchange of people and ideas between the campus and community and as a reflection of its core value for diversity. Many of UW Bothell’s high impact learning opportunities are birthed and sustained through engagement, making the success of first-generation students and students of color on campus inseparable from the emphasis on community engagement.

Earlier this year, the chancellor charged a task force with developing a roadmap to build on the strength of existing work to guide the campus in realizing the goals of its community engagement mission, which states:

“As a regionally accountable public university, the University of Washington Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the North Puget Sound and Washington state. Through a wide and varied network, our diverse students, faculty, staff, and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national, and global challenges.”
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This identity as a “regionally accountable public institution” embraces the campus’s history, as well as its vision for the future. Guided by the task force recommendations, UW Bothell continues to build on the profound impact it makes, not only in the lives of its graduates, but in the communities it touches, both locally and globally, through the scholarship put forward by our faculty and the work done by our students.

The presentation will include students, faculty and staff who will share their experiences in community engaged learning, outreach, research, and scholarship.

Attachments
1. University of Washington Bothell Distinctive Campus Practices
2. University of Washington Bothell Community Engagement Task Force Report Summary
3. Community Engagement Mission Statement, University of Washington Bothell
4. Presenters’ Biographical Information
University of Washington Bothell Distinctive Campus Practices

Cross-Disciplinary Practices
Cross-disciplinary practices refer to teaching, learning, and scholarship activities that cut across disciplinary boundaries. Our faculty and staff leverage cross-unit and community partner collaborations to produce powerful analyses that embrace multiple perspectives and enliven 21st century solutions.

Connected Learning
Connected learning invests in high impact relationships that contribute to innovative and influential teaching, learning, and research. Connected learning inspires and supports human social networks such as learning communities, teaching circles, and research clusters. A commitment to connected learning builds greater capacities for students, staff and faculty to connect theory to practice, exercise adaptive leadership skills across novel settings, and embrace the multiple contexts we all bring to our work. It recognizes that our ideas, discoveries, research, and institutional successes result from the relationships and human ecosystems that feed them.

Community Engagement
Community engagement helps us move creativity to action. A continual collaboration of people and ideas between campus and community (local, regional/state, national, global) contribute to the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
University of Washington Bothell Community Engagement Task Force Report Summary

Last winter Chancellor Wolf Yeigh chartered the Community Engagement Task Force (CETF), to make recommendations for a blueprint for community engagement at UW Bothell. The CETF gathered input from across campus and developed a thoughtful set of recommendations to move our work forward.

1) Summary of Recommendations

For reasons described below, we recommend the following 8 steps be taken to advance and realize University of Washington Bothell’s long-standing commitment to community engagement and institutional diversity.

1) Carnegie Classification: Pursue the Carnegie Classification as an end and a means of developing our community engagement infrastructure in a way that aligns with best practices. This recommendation requires that the campus charge a team/working group to implement, focusing largely on campus systems/priorities/etc. This will also require some further interaction with leadership at other Carnegie campuses.

2) Director of Community Engagement: Hire a Director for Community Engagement (Professional Staff position) who reports to the Director of Integrated Learning (Claire Fraczek) (see below) with close collaboration among Community Engagement and the offices of Diversity, Advancement, and Research. This arrangement maintains the campus-wide mission of community engagement while recognizing that its central engine lies within Academic Affairs as one of the 3 C’s that constitute our strategy for creating a distinctive student experience at UWB.

3) Community Engagement Council: Re-establish and re-charge the campus’ Community Engagement Council as a parallel and complementary body to the campus’s Diversity Council. The Council would report to the Chancellor and include key internal and external stakeholders. Its central liaison will be the Director of Community Engagement. The Council will establish policies, priorities and oversee quality assurance and help maintain a campus-community dialogue around the build out of community engagement.

4) Make Engagement and Diversity Inseparable: Build processes that ensure deep collaboration between diversity and community engagement efforts on campus beyond the Director roles and those of the Councils. Ensure that other groups, such as the one developing an international strategy, are in regular conversation with the Community Engagement and Diversity groups to maximize synergies.

5) Count What Matters: Establish metrics that will inform data collection with respect to community engagement and diversity programs, and that are aligned with overarching campus strategies. This recommendation will require learning from other institutions that have particular strengths in measurement to avoid re-inventing the wheel. We have been advised to look at Seattle University, UNC Greensboro, and Cal State San
Marcos. This task, shaped by the Carnegie requirements, will require additional resourcing (see below), but is work we should be doing regardless.

6) Build a Trans/Regional Network: Consult with a diverse set of community partners and organizations at all appropriate stages in this process, both to improve the process and to build a network of campus advocates.

7) Promotion and Tenure. Work with CCPTFA and the VCAA to articulate criteria and evidence for promotion and tenure related to CE faculty activities, in alignment with Chapter 24 and School criteria.

8) Advancement. Deepen work with Advancement to build a case for external support for community engagement, including the possibility of funding to host Imagining America and/or launch a robust center on campus. Note: Community engagement is currently central to each School’s case for support.
Community Engagement Mission Statement
University of Washington Bothell

As a regionally accountable public university, the University of Washington Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the North Puget Sound and Washington State. Through a wide and varied network, our diverse students, faculty, staff, and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national, and global challenges.

As part of our commitment to achieving this goal, UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the Advancement of Teaching:

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

The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
Jonathan C Cluts  
Director of Strategic Initiatives

Jonathan Cluts is the Director of Strategic Initiatives at the University of Washington Bothell, where he provides leadership for cross-campus initiatives that advance and support UW Bothell's academic mission and goals. Previously, Cluts worked at Microsoft for over 24 years. As director of strategic prototyping, he led the group that created prototypes of consumer technologies that look out five to 10 years in the future. The team conceived tangible realizations of ideas and technologies that they believed would enhance consumers' productivity, lifestyle and entertainment. As part of its charter, the team also created, managed and operated the Microsoft Home, a prototyping facility located on the company's Redmond, Wash., campus. Before joining Microsoft, Cluts worked in the music business; he owned and managed several recording studios in addition to producing and performing music. He also taught computer classes and worked for Tandy and several smaller computer companies.

Cluts studied music and audio engineering at Indiana University and received a bachelor's degree in liberal arts from UW Bothell. He is married to a former Microsoft employee and they have an adult son.

Claire Fraczek  
Director of Integrated Learning

Dr. Claire Fraczek serves as the Director of Integrated Learning in the Office of Academic Affairs at the University of Washington Bothell. She supports organizational development to align mission, purpose, and operations in ways that spark transformative learning outcomes for students. She manages the coordination of emerging learning initiatives and has recently advanced institutional development for eLearning, Community Engagement, internships, academic advising, and diversity.

She received a Ph.D. and M.Ed. from the University of Washington Seattle and a B.A. from Stanford University. Her teaching and scholarship emphasize critical pedagogies, mixed race studies, gender politics, and organizational leadership.
**Presenters’ Biographical Information**

**Steve Collins**  
Associate Professor, School of STEM Engineering and Mathematics Division

Prof. Collins has taught at UW Bothell since 1993. For most of that period, he was part of the faculty of Interdisciplinary Arts and Sciences. He joined the School of STEM at the time of its formation as the Science and Technology Program in 2010 and is a founding faculty member of the Engineering and Mathematics Division.

His interests range from thermodynamics and power generation to ethics and public policy. As both an engineer and social scientist, he seeks in his scholarship to deepen the connections between engineering and liberal arts, in part through community-based learning in the engineering curriculum. Current research projects include application of Japanese philosophy to contemporary problems in engineering ethics, and the role of ideas and institutions in shaping trajectories of technological change in energy and power systems. He has been an affiliated researcher at Japan’s National Institute of Science and Technology Policy, and has had research funded by the NSF and Japan Society for the Promotion of Science. Prior to coming to UW Bothell, he was employed as a process and control systems engineer at Philip Morris (now Altria) and Eastman Kodak. He is a licensed Professional Engineer (PE) in Washington State.

**Robby Shaffer**  
Student, UW Bothell

Robby is a senior majoring in Mechanical Engineering and is in his second year at UW Bothell. He plans to graduate this spring. Before returning to school to complete his education, Robby held a variety of positions in construction, fabrication and building maintenance. This professional experience has contributed greatly to his aptitude for engineering. Robby is currently working as an intern for a structural engineer, but is pursuing a position within his field of study. He was awarded the 2014-15 UW Bothell Founder’s Fellow Scholarship for his undergraduate research in 3-D printed prosthetics under the mentorship of Dr. Pierre Mourad and Ivan Owen. Robby is currently leading a team of Mechanical Engineering students to design and build a portable solar powered produce cooler commissioned by a farmer in Woodinville, WA.
Josh Hurley  
Student, UW Bothell

Josh Hurley is a senior studying Mechanical Engineering at UW Bothell. After high school, he briefly studied Civil Engineering at Washington State University before dropping out for personal reasons. He then enlisted in the US Air Force where he served for six years as a Security Forces Patrolman. Utilizing the Post-9/11 G.I. Bill he returned to school with an admiration for aerospace and science, and hopes to earn employment within the aerospace field. He is currently the Communications Director for the capstone group Sustainable Aquaponics @ Farmer Frog (SAFF), which hopes to bring sustainable energy to a local non-profit organization’s educational farm.

Maria Peña  
Chief Diversity and Equity Officer  
Everett Community College

Maria Peña recently joined Everett Community College as its first Chief Diversity and Equity Officer. Prior to moving to Snohomish County, Maria served as the Dean for Student Services and Assistant to the President at Peninsula College in Port Angeles, Washington. She also assumed leadership responsibilities as the Steward of the Peninsula College Longhouse since its creation in 2006.

Maria began her community college career as a faculty counselor. Over the course of 23 years in higher education, she has served in progressively responsible leadership experiences including lead administrator for Disability Services, Retention Advising Specialist, Associate Dean for Student Success, and Dean for Student Development. She has also worked at the executive-level having served as Acting Vice President for Student Services and as Assistant to the President.

María earned a Master’s degree in Educational Psychology from the University of California, Los Angeles. In addition, she completed her Bachelor’s degree in Social Ecology with an emphasis on Human Behavior from the University of California, Irvine. Maria has extensive international experiences including studying in San Sebastian and Madrid, Spain.