

# **Center for Community Engaged Learning (CCEL)**

## **Program Review**

### **2016**

#### **Program Review Site Visit Team**

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#### **Introduction and Method**

The Program Review Site Visit Team spent three days, February 10-12, 2016, talking with multiple stakeholders associated with the Center for Community Engaged Learning (CCEL) at Weber State University. In addition to the groups of administrators, faculty, staff, students, and community partners we talked with, we had, prior to the visit, reviewed multiple institutional and CCEL documents.

Founded in 2007, the Center for Community Engaged Learning (CCEL) conducted its first comprehensive program review in 2015. According to the Program Review Site Review Team Handbook of the Weber State University Division of Student Affairs, program review “is a reflective process that allows for an introspective look at our structure and services and allows us to see areas in which we are doing well in and areas upon which we can improve. Program review also serves to assist in strategic planning and goal setting” (p. 6). Although CCEL reports jointly to Student Affairs and Academic Affairs, the Program Review Self-Study Team conducted the review using the process outlined for Student Affairs. The Program Review Self-Study Team consisted of: Isabel Asensio, Faculty in Residence; Azenett Garza, Community Research Extension Director; Brenda Marsteller Kowalewski, Executive Director; Mike Moon, Assistant Director, and Leah Murray, Democratic Engagement and Civitas Coordinator.

Building upon the internal review process, this external review team was invited to read the internal report and other documents related to CCEL; engage in-person with university leadership, faculty, staff, students, campus outreach partners, community partners, and other stakeholders; and review departmental processes and structures in order to provide perspective and feedback on their strategic directions for the next five years. This external report is the outcome of that process and provides recommendations to help advance CCEL.

As members of the site visit team, we were honored by the invitation to support CCEL's review process. We inferred our role and participation to be that of facilitators and interpreters. As facilitators, we engaged in conversations over three days with a diverse set of CCEL constituents. These conversations provided us valuable data for interpretation and the opportunity to share back the voices we heard. As interpreters, we examined the data provided to us over the past several months through our lenses of scholars and practitioners in the field of community engaged learning, both from within and outside higher education. Our source material included the internal report, transcripts of our conversations, and our own external review team conversations.

### **Context of CCEL**

The Center for Community Engaged Learning is a robust infrastructure on campus that has evolved relatively quickly from its origins in 2007 to where it is a model of community engaged teaching and learning, campus-community partnerships, and community-based research. It is also distinguished by an organizational structure enacting collaboration between academic affairs and student affairs. In the process of its evolution, it has been located as a central unit on campus, on the second floor of the Shepherd Union building, symbolically signaling its importance for student development and learning. Until most recently, the Center has been led by an executive director and assistant director, maintaining commitment to both Academic affairs and student affairs through dual reporting to the Vice President for Student Affairs and the Associate Provost and Dean of Undergraduate Studies. CCEL has three distinct community engagement pathways—service, democratic engagement, and community research. The Center has opened the Community Research Extension (CRE) located off campus, with a director who coordinates the CCEL's community research efforts. The personnel of CCEL consists of 12 staff members and faculty (6.3 FTE), and 9 part-time student employees. The sophistication of CCEL's operations, its commitment to quality programming, and its ability to facilitate institutionalization of community engagement across campus has contributed to Weber State being recognized with the Elective Community Engagement Classification from the Carnegie Foundation, which it has received twice, most recently in 2015.

### **CCEL Strengths**

While the Center for Community Engaged Learning has been in place just a few years, it has developed a range of initiatives at a level of sophistication and quality that takes most centers 20-25 years to develop. CCEL frames its work in terms of three pathways: service, democratic engagement, and community research. These pathways open community engaged learning to faculty, students, and community partners in ways that work best for them.

CCEL organized the university's successful application for the Carnegie Foundation Elective Classification for Community Engagement. Weber State was first

classified in 2008 and was re-classified in 2015. The application process is comprehensive and demanding. There are 361 campuses nationally that hold the community engagement classification and Weber State is one of the 157 that have been reclassified.

CCEL's many strengths include:

The Academic Affairs-Student Affairs collaboration and joint reporting structure for CCEL works incredibly well. There is a depth of understanding of the value of community-engaged learning and of the Center among the leadership on both "sides of the house" as well as among faculty and staff. Both Academic Affairs and Student Affairs view their work as critical to the university and support the Center through direct funding as well as faculty and staff time.

Weber State's faculty view community engagement as central to what they do; many came to Weber State because of community engagement opportunities. There are more than 100 officially designated CEL courses. The process for designation of CEL courses is effective. It is rigorous but not overly so.

CCEL's faculty, staff, and students are passionate about the center and its work. Their level of commitment and depth of understanding of community engagement are outstanding.

The Vice President of Student Affairs encourages staff to view themselves as educators. As a result, staff across Student Affairs units work with the Center to integrate community-engaged learning into their work with students. CCEL is well known and respected across campus and the community. One of the Campus Outreach Partners stated, "CCEL is one of the most visible parts of the relationship of the city and the university."

The tiered partnership system is an outstanding and unique model that allows partners to engage at the level they need with clear expectations on the part of all parties. It seems to work well for both the university and community partners.

CCEL's visible, high-traffic location in the student union is ideal. It is directly across the hall from the Student Involvement and Leadership office. Its glass walls provide a "fishbowl" effect, making the active engagement of its staff and students visible to all who pass by.

The opportunities CCEL offers for student leadership development are exemplary. There are multiple pathways based on students' interests and passions and intensive mentoring by staff knowledgeable about student development.

The Community Research Extension is impressive in terms of its location in the community, its staff, and its projects. Community research meets a real need for community partners.

Community partners value their relationship with the university, and in particular working with faculty and students. We heard several comments like: “Weber State has always been part of the community,” “The Center is at the core of expanding relationships between the city and the university,” and “We couldn’t do it without them [CCEL].” Several appreciated the opportunities CCEL provides for community partners to network among themselves as well as with potential campus partners.

Brenda Kowalewski has been remarkably successful in developing a staff and budget when base-budget funds have been scarce. They receive a sizeable annual allocation of funds from student fees, numerous small grants, and judicious use of buyouts of faculty time. Carla Jones is an amazing manager who manages to the many components of CCEL’s complicated budget well organized.

### **CCEL Challenges**

As noted above, CCEL has come a long way in a short time. Along with its many accomplishments, it also faces several challenges, including:

All stakeholders we met with, from the President to students, were in awe of everything that Brenda Kowalewski has done to start CCEL and lead it to where it is today. Her vision, commitment, passion, knowledge of the university and the community, and her deep understanding of community engaged learning are outstanding. The challenge of replacing her is daunting to all.

There is simply not enough space for CCEL to grow. CCEL team members, student leaders, and student employees make the best use of the space they have, but they face daily challenges. Storage space is minimal. Faculty employed by CCEL often do not work at the Center because of the overcrowded conditions. Student activities are limited because of the lack of space. Specifically, we noted the degree to which the few office spaces must be shared; that the Community Partner Coordinator, a full-time staff member, has no real office, merely a cubicle she shares with many others; the noise levels in the shared areas (though welcome in many instances because it often reflects the excitement of the community and energizes everyone) can be distracting and inescapable when private work or phone calls are necessary; that student leaders often feel they must find other places to meet even though much of that outer area was specifically designed to be inviting to them to congregate, share ideas, plan and host events and activities, etc. The space is really inadequate to meet many current needs, forcing faculty to retreat to their departmental offices to work on CCEL business, staff to share too little and too public a work space, and students to find other places to hold

meetings. It's only going to become a greater challenge as the work of the center grows.

CCEL has pieced together a budget and staff through creativity and collaboration. While there are key sources of core operational funding, there is also reliance on various departments to provide release for faculty to participate in essential roles in CCEL, and our concern is that this may not be a sustainable model. Additionally, multiple accounts creates a financial management challenge that suggests that there may need to be more administrative assistance in CCEL so that one person can focus on managing the finances. As one CCEL staff member put it, "If Carla were to be hit by a bus, we would be in deep trouble." Overall, the financial model and the management of finances creates challenges for CCEL.

Stakeholders in several of the groups we met with were concerned that underrepresented students are underrepresented among CCEL's student leaders, student employees, and volunteers. While underrepresented students are likely doing service with community partners that reflect the students' cultural, racial, and ethnic diversity, the work of these students and community partners may not be supported or recognized by CCEL. Several individuals noted that the university as a whole is not strategically addressing ways to allow underrepresented students to succeed.

It is not clear that CCEL places enough emphasis on the asset-based approach to community engagement. The review team observed an asset-based approach in practice, but it was not articulated or presented as a guiding principle for practice.

Community partners who use the Community Research Extension were deeply appreciative of the partnership. However, there was agreement that the needs for community research far exceed the capacity of the CRE.

Individuals both internal and external to CCEL observed that the service arm of CCEL, the first to be put into place, is clearly understood and well developed. The Democratic Engagement and Community Research strands need further attention and development.

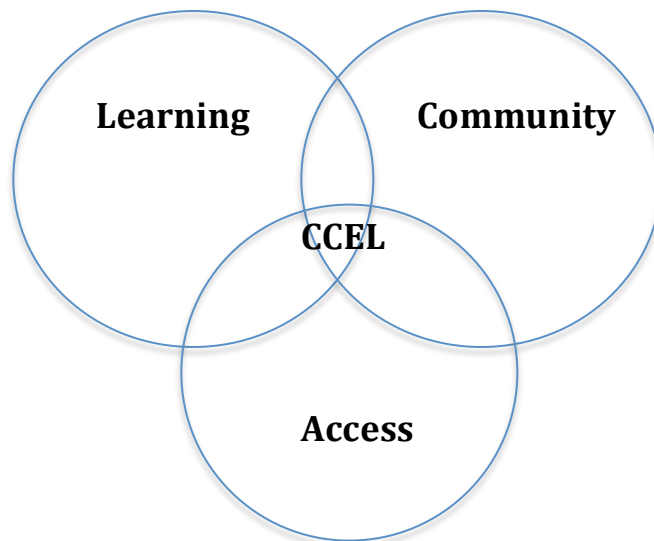
Campus Outreach Partners, nodes of community engagement that are not under CCEL, vary substantially in the resources they have to devote to their community work. Several could benefit from additional support from CCEL, but CCEL is stretched far too thin at this point to be able to reach out to them.

While WeberSync offers useful services to students and ways to record hours worked in the community, stakeholders from throughout the university feel it is unwieldy, and not flexible enough to meet the needs of CCEL and other campus constituents. Perhaps more and earlier training would help.

## CCEL Opportunities

The opportunities faced by Weber State University are potential actions that can be taken that will not only advance community engagement at Weber State University but will also enhance the overall mission and purpose of the university.

A critical opportunity that became apparent during our review is to reframe the work of the CCEL to place it at the center of the Weber State University three Mission Core Themes: Access, Learning, and Community. At the present time, the work of CCEL falls almost exclusively into the Core Theme of “Community,” when in practice, CCEL strategically advances all three of the Core Themes. A more coherent and cohesive framing in which community engagement is viewed as essential to achieving the goals of access (particularly for underrepresented populations of students), of learning (particularly through community engaged learning, and of community), and of community (particularly through deeper partnerships that build community capacity), will help to illuminate the critical importance of CCEL and in the process provide a different perspective on its institutional role and the staffing, budget and support that it requires to fulfill its central role.



Weber State has the opportunity to strategically advance as a dual mission campus by recognizing that community engagement can assist with the essential goals of 1) diversity, inclusion, and equity (for students, staff, and faculty), 2) engaged learning through Academic Affairs and Student Affairs leading to the improved retention and success of underrepresented students, and 3) deeper community connections that help to build community capacity so that students coming to Weber State are better prepared to thrive and succeed at Weber State University.

Weber State has a unique culture in which academic affairs and student affairs collaborate in ways that is not often seen in higher education. CCEL epitomizes this collaborative ethos, through its design and structure. At the center of this collaboration is student learning, and CCEL reinforces that deep learning through community engaged experiences that could occur both in the classroom and in the co-curriculum. Weber State has an opportunity to strengthen this collaboration. As CCEL and Weber State go through the process of hiring of a new director, it will be important to find an individual who can maintain and enhance this collaborative ethos. Additionally, more can be done in the development of student learning outcomes that can be fulfilled through community engagement and ways to assess those outcomes. Both Student Affairs and Academic Affairs can contribute to and benefit from this development.

Because of the nature of Weber State's student body (i.e., commuter students, older, working), their primary avenue for community engagement is likely through CEL classes. This provides an opportunity for CCEL to further develop CEL courses and spread the teaching of CEL courses more broadly across the campus into all Colleges and departments. This may require new faculty development initiatives facilitated by CCEL.

There is, in the discussion about a new general education program that would intentionally embed high-impact educational practices, including CEL, a significant opportunity for advancing community engagement at Weber State University. This kind of curricular reform can allow for creating a wider range of community engaged curricular opportunities for more students, leading to improved undergraduate education. In seizing this opportunity, we see the greatest impact in designing general education not only as a set of courses that have embedded high impact practices, but in having students meet general education requirements through the demonstration of a level of mastery of articulated learning outcomes.

Creating incentives for faculty to have their work be fairly valued and rewarded through institutional policy documents is an essential element of advancing community engagement as core academic activity. Weber State has an opportunity to make changes in policy through the ongoing work of the Faculty Senate in addressing the revision of Rank and Tenure documents to include CEL in teaching, scholarship, and service. Some of the college level guidelines have already moved in this direction, and the attention to the university guidelines is timely and needed. It is clear that for community engagement to be sustained as core academic work, faculty need to be fairly rewarded for it, and the policies in place should create incentives for faculty to undertake community engagement. This means clearly articulating standards for community engagement in the criteria for teaching, for research and creative activity, and for service. This kind of articulation, and incentive and accountability structure, is not only important in fairly evaluating scholars who do community engagement, but it is critically important in attracting young scholars, a generation of scholars who are much more diverse in every way than past generations, and who have been trained in emerging forms of scholarship, including community engaged scholarship. If Weber

State wants to be able to attract these scholars to campus as it builds its faculty for the future, creating an incentive structure that will attract such faculty will be essential.

With Dr. Kowalewski moving in to her new position as an Associate Provost overseeing high-impact practices, there is the opportunity to intentionally “stack” these practices so that students will become more deeply engaged in learning, leading to greater retention and success. The research on high impact practices indicates that providing one kind of high impact practice is beneficial for student engagement in learning: additionally, combining, or stacking, high impact practices, can lead to much greater learning impacts. While this can be done in a number of instances across campus, such as, for example, combining undergraduate research with capstone experiences, there are significant opportunities available for combining service learning with a number of other high impact practices (international experiences, first-year experiences, internships, study abroad, capstones, etc.) There is an important role for CCEL to play implementing this kind of stacking of high impact practices anchored in service learning and combined with other high impact practices.

Clearly, there is the need for more space for CCEL to adequately fulfill its basic operational functions. From our perspective, it appears that there are opportunities created from the renovation of spaces in other parts of the campus to relocate the testing center that is adjacent to CCEL to another part of the campus. Our view is that it is essential that CCEL remain where it is on the second floor of the student union, but that there is expansion in that second floor space.

With a new director coming on board, there is an opportunity for CCEL to develop a new strategic plan that will not only assess the achievement of the current strategic plan but will articulate a set of priorities that will create a framework to guide CCEL’s work moving forward. The strategic plan should clarify for the new director and staff in the Center what CCEL can (and cannot) do for each stakeholder. This will bring clarity and focus to the center’s growth.

There appears to be a significant opportunity to better embed CCEL into the departments and curriculum across the campus. To do so may require building deeper relationships with department chairs in ways that create greater awareness of the goals and resources of CCEL and how the work of the center can enhance the goals of their respective departments. This kind of integration cannot, in our estimation, be accomplished with the current level of resources.

The Community Research Extension (CRE) has revealed that community partners and the city see a great need for more community-engaged research. This creates rich opportunities for faculty and student research in community settings. The CRE is an innovative operation that opens up a wide range of opportunities for the campus to extend its engagement into the communities surrounding the campus in ways that help



to redefine the relationship between the campus and the communities in deeper reciprocal and mutually beneficial ways.

There is a vast array of opportunities for students, both through student affairs and academic affairs, to be engaged in the local community and for engaged learning experiences. CCEL has the opportunity to create clear community engagement “pathways” for students that they could follow, starting with freshman orientation and continuing through senior capstone courses. These would be clear roadmaps for students to be able to envision community engagement opportunities inside and outside the curriculum over the course of their undergraduate studies.

There presently exists the opportunity for CCEL to develop an internal research capacity to be able to conduct research on its own activities and to disseminate research findings, both internally and externally. This research focus is not on the community identified studies (which is the role of the CRE), but instead the research would be focused on the impact on student development, the impact on student learning, the impact on faculty, the impact on the campus, and the impact on community partners of the specific programs undertaken by CCEL. The advantage of this research would be to improve practice, to generate new knowledge to build the field of community engagement, to raise the profile of CCEL and Weber State University among academic practitioners and leaders, and to contribute to the national stature of CCEL and Weber State.

CCEL has already made solid advances with the development of civic learning outcomes for students. There is an opportunity to develop this further by working with faculty to incorporate civic learning outcomes into more CEL courses, and to begin to assess civic learning outcomes more systematically.

There currently exists the opportunity to build upon the design and implementation of WeberSync to both make it more user-friendly and to expand its use on campus. WeberSync is an important tool for disseminating engagement opportunities, as well as for collecting campus-wide assessment data related to community engagement. It needs to be employed by, and meet the needs of, as many stakeholders as possible, including underrepresented student populations.

With Dr. Kowalewski moving in to her new position as an Associate Provost, and bringing the Elective Carnegie Community Engagement Classification re-classification process with her in her new role, there is an important opportunity to align the data gathering from the classification with the processes of re-accreditation and institutional strategic planning. There is a strong likelihood that by the time of the next re-classification in 2025, Weber State University will undertake either a reaccreditation review or a new strategic planning process, or both. The more that these processes can be aligned, the greater the benefit to each process and to the data gathering for accountability for each review.

## CCEL Threats

Returning to the Venn diagram illustrating the centrality of CCEL's mission and work to the three strategic priorities of Weber State University, there is the possibility that maximizing the potential of CCEL in serving the priorities of the campus could be hampered by a restricted vision that attaches its work to only one of the priorities, i.e., community. A narrow view of the strategic importance of CCEL could not only limit its growth and expansion, but it would be detrimental to the larger goals of the campus.

Dr. Kowalewski's promotion to Associate Provost leaves a considerable vacuum in the relational leadership that has made CCEL so successful in building bridges across campus and in operationalizing a deep collaboration between Academic Affairs and Student Affairs. Much of CCEL's growth and credibility are a direct result of her collaborative nature, credibility, faculty status, and extensive relationships across campus and in the community. Although CCEL's team is dedicated and highly competent, they and others expressed the importance of a new Director's ability to sustain collaborative relationships across campus and in the community.

In part because of the success of CCEL and its reputation for high quality programming, there is growing interest in community engagement across the campus and in the local community. As a result, there is a tendency for CCEL to be asked to take on more and more activities, without additional staff or funding. Some of these tasks and activities might be better located in other units. For example, large "days of service" and administering staff community-service leave came into CCEL's already overfull portfolio. In a situation where CCEL is asked to do more without adequate funding and staffing, there is the concern that it will be spreading itself thin, and quality may suffer.

The sustainability of faculty commitment to their work with CCEL was raised as a concern. Although the faculty members who work with CCEL are amazingly dedicated, they often feel overburdened and overwhelmed by how much they would like to commit to CCEL and how to balance their commitment with their departmental teaching responsibilities. The participation of faculty is fundamentally reliant on cooperation of College Deans, and because some deans are more willing to release faculty to CCEL than others, there is uneven participation across the campus. This may not be a sustainable model.

In order to maximize the potential of the highly successful feature of the Academic Affairs-Student Affairs collaboration that had defined the development of CCEL, there may be a need to attend to clarifying and reinforcing what the "dotted line" relation means in terms of clearly defining the roles and responsibilities of SIL and CCEL. There were concerns expressed that the relationship between the two units did not always feel like a two-way partnership. There were even allusions to instances when the units seemed to act at cross purposes, confusing students in the process. Clarifying roles, establishing respectful and reciprocal relationships and reporting lines, and

consideration of a new director who can enhance the relationship, will be important to the future success of CCEL.

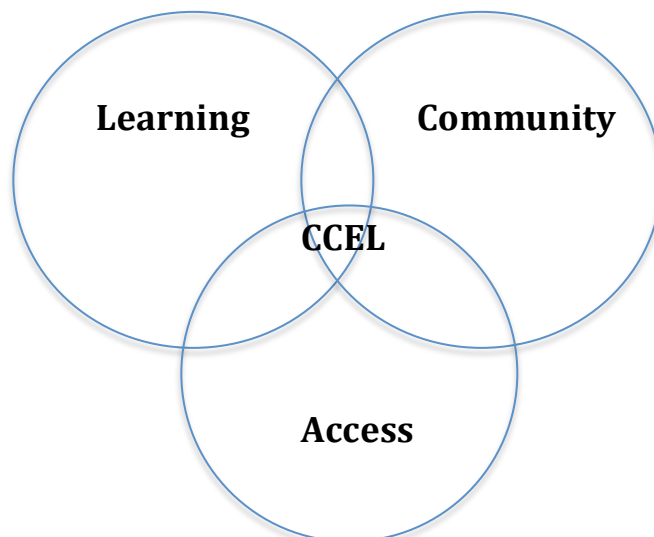
Some of the success of CCEL may be undermined if there are not clear ways of setting priorities of the center and managing the expectations – of community partners, of the administration, of faculty and of students. There was some concern expressed that CCEL could become the victim of its own success to the extent that more and more is asked of it and it is unable to deliver.

There was some concern expressed in how Dr. Kowalewski will be supported in her ability to serve essentially as the chief engagement officer on campus as well as the Associate Provost with a wide range of responsibilities in her portfolio. While, clearly there are advantages to elevating the leadership of civic engagement by having it as part of the portfolio of the Associate Provost, as was noted in the opportunities section, there are also threats to it getting the attention that is needed because it is one among a large and diverse number of responsibilities of the Associate Provost.

### Recommendations

We offer the following recommendations to build on CCEL’s strengths and opportunities and to address its challenges and threats. Drawing on the observed Strengths, Challenges, Opportunities and Threats, the recommendations address the most urgent areas in need of attention.

1. **Strategic Positioning:** We believe that CCEL’s mission statement is strong and accurately reflects the role the Center does and should play for Weber State and its community. However, in order for CCEL to assume the strategic position necessary to advance its work across the institution and throughout the community, we strongly believe that CCEL’s mission and purpose should not be restricted to the Community core theme. Rather, we believe it is central to all three core themes and should be positioned at the strategic center of campus goals.



CCEL's work is fully about access, including access of K-12 students and the community to the university as well as access of Weber State students and faculty to the myriad opportunities available to them in the community. Its work is also all about learning, through connecting the curriculum and the co-curriculum to the community.

2. **Making CEL Pervasive:** In order to both expand CEL more evenly across all colleges, and to better assist faculty in implementing CEL courses, CCEL should have someone on staff who is responsible for coordinating activities between the Colleges and CCEL. We also recommend designating an outreach coordinator in each college to capture what the college is doing in terms of community engagement and to connect with CCEL. It is not intended that this person run programs; their role is to facilitate communication between the college and CCEL so that the colleges can more effectively draw on the resources of CCEL.
3. **Space:** It is clear that CCEL has outgrown its space needs. At the same time, through thoughtful planning and forethought, CCEL is in an ideal location in the Shepherd Student Union where it is highly visible and easily accessible to students. There seems to be an opportunity to maintain the centrality of CCEL and to expand its space by using space that is currently occupied by the testing center, adjacent to CCEL. As renovation of other building on campus takes place, we recommend moving the testing center to another space and making the appropriate renovations such that CCEL occupies a much larger space on the second floor of the Student Union.
4. **Search for a New Director of CCEL:** The search, selection, and appointment of a new director of the CCEL is a clear and immediate priority for the institution. Factors we recommend to be considered in the composition of the position description and in the selection process include:
  - The position description should encourage applicants from the academic ranks, student affairs, and other areas of campus administration, nonprofit organizations, and government. The individual should understand the workings of both higher education institutions and communities, including the multiple communities each comprises. Highly desirable would be an understanding of the potential interactions, both positive and negative, between universities and communities.
  - Experience as a faculty member in a higher education institution should be stated as highly desirable. To attract a candidate with tenure or from a tenure-track position, faculty rank and tenure (if the applicant is qualified) should be a part of the hiring package. It should be made clear at the outset that the director is not required to teach during their first 3 years in the position.
  - The demonstrated ability to initiate, develop, and sustain relationships between CCEL's various constituencies is essential.

- Organizational and management skills, successful supervision, and ability to manage a complex budget should be required.
- Knowledge of and experience with community-engaged learning, high-impact educational practices, community-based research, student development, grant writing and fundraising, strategic planning, and asset-based community development are highly desirable.

### **Long Term Opportunities**

- **College of Education**

As Weber State University builds deeper relationship with the communities of Ogden, and at the same time becomes increasingly aware of its responsibilities in creating educational opportunities that improve the access, retention, and success of an increasingly diverse population in the city, improving the schools in Ogden to better prepare students for postsecondary education success becomes critically important in building the long-term economic and civic health of the city. One way, and perhaps the most important way, to strategically enact this responsibility is through a commitment to revitalize the pre-K through high school educational system in Ogden to build a stronger pipeline of prepared students coming to Weber State. To do this kind of community engagement effectively will require a commitment on the part of the College of Education to build reciprocal partnerships with the schools and commit faculty and student resources to long-term university-school partnerships. The College of Education can and should play a key role in the overall engagement strategy of the University.

- **Civitas**

Civitas is an innovative scholars program for community engaged students . We see a long-term opportunity for developing an academic undergraduate minor attached to Civitas that could be an expectation of Civitas students, but could also be pursued by students from any major seeking a civic engagement minor. Additionally, the Civitas minor would be an opportunity to develop and measure exemplary civic learning outcomes – we imagine a set of courses in the minor all of which have civic learning outcomes that students will master before achieving the minor. This could be a model for other/all CEL courses on campus.

- **Community Partner Advisory Board**

As a matter of best practice, we see the opportunity for establishing a community partner advisory board as an essential element of CCEL: it is a goal of the current CCEL strategic plan. Putting such a board in place could assist with the accomplishment of other strategic goals of CCEL and the campus.

- **Graduate Certificate in Community Engagement**

There are significant opportunities to expand community engagement into graduate education and perhaps one of the best ways to involve faculty and students is to create a graduate certificate, open to all graduate students on campus. A good model of such a certificate is at Michigan State University (<http://gradcert.outreach.msu.edu>).

- **Engagement of Alumni in Area**

We want to encourage the Citizen Alum program being undertaken by CCEL. We see significant opportunities for outreach and involvement of alumni in the local area to establish partnerships, provide student mentoring, and provide financial support for CCEL and the university.

- **Engaged Department initiative**

There has been a general evolution in approaches to faculty development on engaged campuses. Typically, as it has at Weber State University, it begins with faculty development opportunities for individual faculty aimed at curricular redesign and a shift in pedagogical practice to be able to provide community engaged teaching and learning opportunities for students. As the faculty engagement becomes deeper and more pervasive, there is often a shift to developing departments as the unit of engagement. This has the benefit of having the academic unit examine not only teaching and learning practices, but departmental curriculum and the departmental reward structure. The campus benefits are that there is a greater likelihood of the investment in community engagement being sustained because it is not reliant on individual faculty, but on the department as whole. CCEL is well positioned to initiate an engaged department initiative.

- **Davis Campus**

The growth of the Davis Campus offers the opportunity for embedding community engagement into the campus in the same way that it is an integral part of the Ogden campus. We envision a CCEL office on the Davis Campus that provides equivalent programming as is currently provided at the Ogden campus. The Davis Campus, because of its co-location of the Northern Utah Academy of Math, Engineering & Science (NUAMES), an early college charter high school, offers a terrific opportunity for community engagement. This is related to the opportunity for deeper engagement by the College of Education in the schools of the local community. There is the opportunity with NUAMES to move beyond co-location to deep engagement on the model of University Assisted Community Schools. (<http://www.communityschools.org/about/universityassistedcommunityschoolsnetwork.aspx>).

- **Move from a 3 credit to a 4 credit course model**

There is an opportunity, with leadership provided through the Associate Provost's office, to bring together community engagement and high impact practices across the campus through consideration of moving from a 3-credit to a 4-credit course model.

With this curricular change, the 4<sup>th</sup> credit is for incorporating high impact practices. Four credits mean fewer courses that are needed to graduate, leading to quicker degree completion for students as well as reduced course loads for faculty. This is a campus-wide structural reform that can assist in meeting all the strategic goals of Weber State University – access (including completion), learning (through high impact practices, one of which is service learning), and community (through service learning). A model for this kind of change can be found in the 2010-2014 strategic plan of Keene State University (a comparable institution to Weber State University) (<http://www.keene.edu/kst/2010SPRING/plan.cfm?l=23>).