UMass Boston’s Responses to the 2014 Reclassification Documentation Framework

The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification

_____________________________________________________________ CARNEGIE COMMUNITY ENGAGEMENT RECLASSIFICATION COMMITTEE
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Executive Summary:

The University of Massachusetts Boston received its first Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification in 2006. During the 2013-14 academic year, members of the University community wrote a self-study to renew our classification. The renewal is designed to support the university with undergoing an evidence-based reflective process that focuses on what has changed since receiving the classification in 2006 and demonstrates “how community engagement has become deeper, more pervasive, better integrated, and sustained.” The resulting report assesses the university’s recent practices, identifies areas of progress, and suggests areas for development in relation to our community engagement efforts. These results are extensive, and undoubtedly shed light on a level of engagement that was never before been understood by the university. Moving forward, the reclassification results will serve as an orientation and roadmap to UMass Boston’s continued efforts to further advance community engagement for the betterment of community and our institution as a whole.

Carnegie Community Engagement Reclassification Committee:

Members of the Carnegie Community Engagement Classification Work Group are Lauren Anderson, GIS and Program Specialist, Office of Community Partnerships; Kathleen Banfield, Associate Director, Office of Community Partnerships; Jennifer Brown, Director, Office of Institutional Research and Policy Studies; Holly Jackson, Assistant Professor of English, College of Liberal Arts; Peter Langer, Associate Provost, Assessment and Planning, Office of the Provost; Camille Martinez, Assistant Director, Office of Faculty Development; Steven Neville, Special Assistant to the Chancellor, Office of the Chancellor; Luciano Ramos, Director, Office of Community Partnerships (co-chair); Tim Sieber, Professor of Anthropology, College of Liberal Arts (co-chair); and Crystal Valencia, Associate Director, Media Relations, Office of Communications.

Acknowledgements:

The committee is grateful to the tremendous support it received from the entire university community, which was critical to the development of this self-study. We extend special appreciation to Chancellor J. Keith Motley, Provost Winston Langley, and Vice Chancellor of Government Relations and Public Affairs Edward Lambert, for their continued support and leadership to advance the university’s community engagement and to make this self-study possible. We also want to thank all deans, department chairs, centers, and institutes for completing the NEASC Carnegie survey; Neal Bruss for his leadership and creatively aligning the NEASC self-study and the Carnegie Reclassification process; Laura Hayman, Elena Stone, and Dwight Giles for providing their invaluable feedback to the final drafts of the committee’s self-study; University Advancement, Enrollment Management, and the Budget Office for sharing crucial data used in this report; and to the many other units, faculty, and staff who contributed.

Introduction to Reclassification Documentation Framework

The Reclassification Documentation Framework is intended to help gather information about the institution’s current community engagement commitments and activities as well as changes that have taken place since the campus last received the classification. The framework comprises all of the questions that appear on the 2015 Documentation Reporting Form (i.e., the application) and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se.
The reclassification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

**Data Provided:** The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013–2014, data should reflect evidence from AY 2012–2013. If this is not the case, please indicate in the “Wrap-Up” section of the application what year the data is from.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers for the Carnegie Foundation may want to examine websites to provide additional clarification of the responses in the application. Reviewers also may ask for a telephone conversation to clarify evidence provided.

**Use of Data:** The information provided will be used solely to determine the university’s qualifications for the community engagement classification. Reclassified institutions will be announced publicly in January 2015. Only those institutions approved for reclassification will be identified. At the end of the survey, there will be an opportunity to authorize or prohibit the use of this information for research purposes.

**Carnegie Community Engagement Definition**

The Carnegie Foundation’s definition of community engagement provides important context to the University’s responses. Community engagement is described as:

*Community engagement describes 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 college and 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 educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*
I. Foundational Indicators

A. Chancellor’s Leadership Statement

I am pleased to submit this letter in support of the university’s reapplication to the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification. Since I became chancellor in 2007, the University of Massachusetts Boston has undergone a tremendous amount of change. This includes major transformation in the university’s physical, academic, and administrative structures. It is from this growth that the university is now better positioned than ever to fulfill its promise as a community-engaged institution.

In the past three years alone, the university broke ground on its first two new academic buildings in more than 35 years. We established a new College of Advancing and Professional Studies to increase access to undergraduate degrees and expand our continuing education programs. We also established a new Honors College and two schools: the School for the Environment and the School for Global Inclusion and Social Development. We concluded a university-wide planning process and released a new university strategic plan. This has resulted in the creation of dozens of new academic degree programs and offices in order to fulfill our articulated goals and objectives. Over the past three years, I have also brought in new leadership to advance the university’s continued growth. This includes the appointment of new vice chancellors and deans, and the hiring of numerous directors, faculty, and staff.

It is through these recent additions that I see the university not only recommitting itself to our urban mission, but ensuring that we are actually living up to our founding charge through enhanced systems that advance our communities through collaboration. Partnerships and community engagement have received a lot of attention over the past decade or so. This comes at a time when there is an increased expectation of accountability while some financial resources for supporting community-advancing efforts are declining. This is something we in higher education are experiencing alongside our nonprofit and community-serving colleagues. Community is the fabric that created, formed, and has continued to shape UMass Boston since day one. It is only through collaborations with communities that this university will continue to advance.

Community members and practitioners, scholars, government officials, funders—they all want to know what it takes to drive real and effective change and have a lasting positive impact in our communities. The answer is clear: we need to better leverage our nonfinancial resources, our human resources. Four years ago, when a university work group designed to explore our university’s community-engaged activities recommended that we establish an Office of Community Partnerships, it was a no-brainer. Study after study affirms what many of our colleagues—leaders on campus and in communities near and far—and I have long understood. First and foremost, it’s collaboration that engages a wide range of stakeholders in addressing a common, shared agenda. This shared agenda should reinforce the goals and objectives of individual stakeholders while advancing a mutually defined goal.

In 2010, President Obama created the White House Council for Community Solutions to explore and demonstrate the power of collaboration. The Council focused their research on efforts that have engaged entire communities to solve problems together, resulting in real changes over time. The Council enlisted the help of the nonprofit consultants the Bridgespan Group to identify the most effective collaborative partnerships. But they knew that there were inherent challenges to effective collaborations. To quote the Bridgespan report, “By their very nature, individual
nonprofit services are fragmented and dispersed, with each organization typically serving a limited population with specific interventions ... To be sure, these efforts are critical to the lives and well-being of individuals in those communities and are important ‘pockets of success’ to demonstrate that progress is possible. But overall, these approaches are not resulting in significant change at a community-wide level.” Bridgespan could have been writing this about many college and university campuses around this country: pockets of success that operate primarily within a specific academic program or department.

But UMass Boston is doing things differently. As is apparent in the formation of our newest schools and the design of our newest academic programs, we are trying to enhance our student and community impact by bringing scholars and experts from diverse fields and disciplines together to not only enrich our student learning experience, but to advance these fields and disciplines by learning from and contributing to one another. We are also grounding our efforts in data and assessment that help drive a commitment to ongoing communication and improvement. It has been written that innovation is what originally drove the formation of cities. Historically, cities that continue to innovate continue to grow. Those that stop innovating and lean too heavily on past success, stop growing and cease to thrive. Data and assessment of a shared agenda help facilitate an effective dialogue that leads to improvement and innovation and the greater success of our efforts. In organizations large and small, it takes dedicated people to make sure this happens.

The university has maintained a commitment to our urban mission since our founding. You can look back to the first faculty and student convocation in the fall of 1965, where Chancellor John W. Ryan said, “We will bring the Morrill Land-Grant Act up to date. A public university must offer education to students who cannot for economic or social reasons ordinarily go beyond high school.” He also talked about seeking out and helping “those young people whose race, or recent immigration, or depressed economic status, denies them higher education and even the expectation of it.” Finally, Chancellor Ryan went on to point out that “to be truly urban, our new university must respond to the stimuli of our environment.” The city and urban studies should be central to faculty and students. “The historian, the biologist, and the artist have as much to learn, as much to give as the economist, the sociologist, the psychologist, or the political scientist. Much has been learned, much more remains to be.”

I see partnerships playing a critical role in the advancement of our university and our communities. This includes collaborating to ensure our students are not only getting a world-class education and experience, but also connecting to professional and community networks that will serve them for the rest of their lives, as students and as members of their communities and professions. Partnerships in which we engage have profound relevance for our students because the young women and men who spend their days and nights working on class assignments and engaging in UMass Boston’s classrooms are the same young women and men who grew up, live, serve, and often work in the communities where we currently report having partnerships—whether down the street or across the globe.

In addition to enriching the academic experience of the university, I see partners playing a critical role in helping us to address and solve some of the greatest challenges that have plagued societies around the world. This will be done, in part, through collaborating to better understand the issues we face, their root causes, and the best approaches for eliminating the problems. Community partners hold a knowledge and expertise that can only manifest itself through the daily interactions of their settings and disciplines. At the same time, our students, faculty, and staff bring their own knowledge, experiences, and expertise. Together is the only way we will be able to make a permanent impact.
And this must be accomplished through intentional collaborations—collaborations that engage a wide range of stakeholders to advance a shared agenda while meeting individual goals and objectives. Collaborations that leverage the diverse efforts, expertise, and resources of these stakeholders and that are rooted in a commitment to assessment, communication, and innovation. These ideas embody my approach to leadership and speak to UMass Boston’s core identity. It also foretells the strategic direction and practices of how engagement is being further institutionalized at the University of Massachusetts Boston to ensure we are advancing real and effective change and have a lasting positive impact in our communities.

In addition to the letter, provide evidence of recent statements of affirmation of community engagement.

Document Excerpt and Web Links:

Annual addresses/speeches:
http://www.umb.edu/the_university/chancellor/communications/assessment_our_environment_2013_convocation_address

http://www.umb.edu/the_university/chancellor/communications/state_of_the_university_addresse_s_a_gift_to_the_future

Chancellor J. Keith Motley regularly addresses community engagement in his speeches, in columns he writes for local newspapers, in op-eds in The Boston Globe, and in various campus publications. In more than 500 recorded speeches the chancellor has delivered since 2009, he has mentioned community engagement and service-learning at a record rate—82% of his speeches touch on community (436 of 528), 9% on volunteering (48), and 61% on service (323). The chancellor’s commitment to community engagement can best be read in his annual convocation and state of the university addresses. The following are a few excerpts:

2013 University Convocation Address, “Enhancing Our Environment: Locally, Globally, Physically, Programmatically, Educationally, and Culturally”: “Closely related to the learning environment, intertwined with it, is our social and cultural environment. Our diverse, vibrant, multicultural educational environment, with its profound respect for differences, encourages and enables us to thrive and succeed. As our mission and vision statements articulate, we serve and seek to serve many different communities—local, regional, national, and international—and, in doing so, eagerly embrace and engage in partnerships to that effect near and far. For example, our Office of Community Partnerships has documented more than 950 partners engaged with 350 UMass Boston community programs. Nearly half of those partnerships are located within the Greater Boston area, with the rest reaching throughout the commonwealth, the nation, and the world.”

2012 State of the University, “A Gift to the Future”: “While we focus on learning, while we continue to raise our research profile, that rich scholarship retains its deep connection with the communities out of which our students come and to which they go to live and work. In all the spheres of this world we are coming to recognize that partnerships and the collaboration which they foster is the key to future innovation, growth, and development in this region. Keeping track of these collaborations is our newly created Office of Community Partnerships, directed by Luciano Ramos, who promotes and encourages our scholars’ work with our community members. Last month I had the privilege of attending the posterboard session of the Community-Engaged Partnerships Symposium in the ballroom upstairs. There I saw pre-collegiate, environmental, anthropological, and health care research partnerships. There I saw partnerships between students, faculty, centers, institutes, and community organizations
focused on concerns related to anthropology, STEM initiatives, education, health care, psychology, literacy, gerontology, public administration, diversity, and nursing. It is in such a crucible, where the intermingling of expertise from scholars, practitioners, and citizens has the heat of human struggle with real-life problems applied to it, that imaginative and inspiring visions of better worlds are formed and concretized.”

2012 Convocation Address, “Fulfilling the Promise: Keeping the Pledge, Unlocking the Potential”: “Creativity and discovery, environmental stewardship, cultural transformation, interdependence, access, civility, and civic engagement are essential hallmarks of our long-term vision. And they are inseparably linked to our implementation and achievement of each of the five major goals of our strategic plan.”

Published editorials:

http://www.umb.edu/the_university/chancellor/communications/strengthening_our_community_connections


“Strengthening Our Community Connections,” published in several local newspapers (Feb. 21, 2013):

“The university is reaching out in many ways to better the communities we serve. One example is a recent partnership between undergraduate students at our College of Management and Upham’s Corner Main Street (UCMS). During a course on services marketing, Assistant Professor of Marketing Werner Kunz asked his students to develop ideas to promote the arts within Upham’s Corner and attract businesses to the area, being mindful to fully consider the existing community, strengthen the local culture, and bring visitors to the neighborhood.

Through this collaboration, Kunz was able to give his students an assignment with real-world applications. His students benefited from gaining hands-on experience working with a community organization. And UCMS, a small agency with a limited budget, received thoughtful, well-presented ideas to help meet its organizational goals.

The university maintains more than 300 community-engaged partnerships. Each seeks to improve our neighborhoods by offering solutions to the challenges we face. Our students can be found at the Walter Denney Youth Center at the Harbor Point Apartments and the Dever-McCormack Elementary School, tutoring and providing educational afterschool activities to children through our Harbor Point Outreach Project, which offers service-learning credits to nursing, sociology, English, and management students. Our undergraduate psychology students are interning at human service agencies in Dorchester and across the state, providing much-needed one-on-one support to children, adolescents, and adults who are struggling to improve their lives. As we continue to move forward at the University of Massachusetts Boston, we will continue to encourage our faculty, students, and staff to take a real interest in our neighborhoods, look for new ways we can make a difference, and serve communities throughout the commonwealth.”
Dorchester Reporter Op-Ed, “40 Years on Columbia Point” (Jan. 28, 2014):

“One of the founding principles of our university was that it should ‘stand with the city.’ To us, that means standing with our neighbors. Our faculty and resources are available to assist neighborhood groups and organizations in our surrounding communities. In Dorchester alone, UMass Boston has 100 community partnerships, ranging from working with Upham’s Corner Main Streets on a business plan to helping teachers at the Mather Elementary School educate Vietnamese students and work with their community.”


“The Success Boston program focuses on ‘getting ready, getting in, and getting through’ college by creating an unprecedented partnership between the City of Boston, the Boston Public Schools, the Boston Foundation, UMass Boston, and dozens of colleges, universities, and nonprofit partners. The collaborative works together to encourage BPS graduates to pursue higher education. It resolves to reduce the number of BPS students who are channeled into remedial courses when they get to college. It provides coaches for Success Boston students who can guide them to academic, financial, and other resources to keep them on the right track through their academic careers.”

Campus publications:

http://www.umb.edu/the_university/chancellor


http://www.umb.edu/the_university/chancellor/communications/standing_with_the_city


Chancellor’s statement, UMass Boston website:

“As a research institution, we are particularly strong in interdisciplinary approaches to complex urban issues, with vital applications in our home city and around the world. Our community engagement is extensive, deeply rooted, and continually informed by our work as educators and researchers.”

From the Office of Community Partnerships Newsletter (fall 2013):

“As Chancellor of the University of Massachusetts Boston, I am committed to providing opportunities to engage our resources in order to improve our city and state. After I was selected as Chancellor, I called on our campus leaders and community stakeholders to develop a plan to enhance UMass Boston’s ability to effectively support the needs of our community.

“I responded to recommendations by creating a new office at the University of Massachusetts Boston that would support and strengthen partnership activities that promote the goals of the university and our community. In 2011 we established the Office of Community Partnerships (OCP) within the Division of Government Relations and Public Affairs. In just two short years, OCP has become a focal point where people and ideas are brought together to collaborate in community-engaged teaching, research, and service. The office has achieved notable successes, including a $236,000 grant from the Massachusetts Department of Higher Education’s Vision Project, to support faculty who incorporate civic engagement into courses.
“The OCP plays a behind-the-scenes role in facilitating new connections, strengthening relationships, and aligning efforts. In the past year, the office has supported more than 425 partnership planning meetings and direct requests. It also coordinates funding opportunities, and has more than $2 million in pending proposals for community-engaged research. I am delighted that community organizations seeking to work with the University of Massachusetts Boston, and students, faculty, and staff seeking community partners can rely on resources that the OCP provides.”

From “Standing with the City,” February 19, 2014:

“Mayor Walsh was a fervent supporter of the University of Massachusetts Boston during his many years as a state representative. When he asked me and nine other members of the university community to join his transition team, we were eager to help... We were humbled by the privilege and responsibility of supporting the new mayor at a crucial time in the history of our beloved city. Our service was not a one-time exception; it was part of UMass Boston’s long-established commitment to our neighbors and fellow citizens. True to our founders’ wishes, we stand with the city and the commonwealth, united by our belief in the potential of Boston and its people.”

Press Release, “Chancellor Motley Announces Partnership with Teen Empowerment,” March 8, 2013:

“Motley expressed confidence that the partnership will help bring greater peace to communities plagued by youth violence.

“‘UMass Boston will work with the city and Teen Empowerment, engaging the resources and expertise necessary to make positive changes in Boston’s highest-crime neighborhoods. And we’ll provide the tools to measure the results of these efforts,’ Chancellor Motley said.”

Other:

2013 Annual Faculty Research Seminar: http://vpc1.umb.edu/ThreeVoicesOnCommunity

Chancellor Motley: “Today, we continue a conversation about the potential and value of community-engaged scholarship... I love the collaborative spirit of this campus and that we are doing so many great things together. I hope that it is apparent that this kind of research and partnerships are at the core of what it means to study and work at UMass Boston. Today is about celebrating the power of our connections and learning how we can live and work, and conduct our research in perfect symbiosis with our communities.”

Provost Langley: “I certainly think this evening’s event on engagement as a core value is of utmost importance to us, in the broad sense of how we are going to transcend an 18th, a 19th, a 20th century that have bequeathed to us how ostensibly we ought to go about a university education.

“In the universal declaration of human rights, one thing discussed was the right of people to be participants in the culture of their communities. That refers to the immaterial culture, the scientific culture, the moral culture. It also speaks of what it means to be a citizen, as distinct from being an occupant of a community, be it local or global. Meaning we have certain types of responsibilities: to science, to technology, to the community within which we live. And what civic engagement is saying: let us translate all of this, let us make certain that there is a continuing
engagement and reciprocal exchange between the communities in which people live and the communities of research and teaching scholars. And that these are not separate; they may be different functions that people perform, but they have an impact on one another’s lives, and to the extent that we are going to be morally responsible we want to know what the impact might be. The best way of doing so is to ask, Where is the place of the university in the shaping of societies? What is the relationship between the abstract ideas and how they become applied? And what about the applied and its relationship to the abstract, the theory that sometimes gives it more coherent clothing?

“We have three colleagues here who have been leaders in this effort. Certainly John [Saltmarsh] has been an unquestioned leader and his effort has been one that says civic engagement ought to be central in the university’s mission. Our two other colleagues... have organized their research in a way that gives expression to this centrality, so I see us as celebrating their efforts, celebrating the move of the university to the incorporation in a broader sense of what they have done, and to stand with those who think that the 21st century ought to look a little differently from its predecessors, especially in the sense of the values that science and technology serve, the end research serves and the extent that those ends and values are integral to the moral core we think should shape us.”

B. Institutional Identity and Culture

1.a. Institution-wide definition of community engagement

http://www.umb.edu/ocp/connections

The university’s institution-wide definition of community engagement is:

“Community-engaged activities work directly with stakeholders outside of higher education (external stakeholders) to address and better understand a societal issue or concern.

UMass Boston engages in a variety of partnership activities that exchange knowledge and resources between the university and the public, private, and nonprofit sectors. This includes community-engaged partnerships that address a community need while advancing university teaching, research, service, and economic development. Partnerships can span from local to global communities, be funded or unfunded activities, and are often associated with nonprofits, government offices, community groups, or individuals.”

Further, the university provides the following expanded definitions and illustrations, with complete descriptions for each type of activity:

Community-engaged “teaching and learning can include credit- or non-credit-bearing academic programs or learning activities conducted for public understanding. Research and creative activities attempt to address problems experienced within society with nonprofit, governmental, foundation, community groups and individuals, or private entities. Service includes client- and patient-directed care (e.g., clinical services), technical assistance, or direct community service not associated with academic programing. Economic development includes research on the economy at the macro and micro levels, workforce development, business development and assistance, and research that can have commercial application for the public good.”

Finally, the university provides descriptions and examples of the most common types of
community-engaged and community-serving activities at UMass Boston in order to help university and community members understand and identify numerous possibilities for collaboration (please see http://www.umb.edu/ocp/connections/activity_descriptions). The descriptions include:

“Teaching and learning can include credit or non-credit-bearing academic programs or learning activities conducted for public understanding.” Examples include: service-learning; internships; practicum; community federal work-study; and the sharing of academic resources.

“Research and creative activities by university faculty, staff, and students can be connected with the community in a variety of ways.” These include: translational research; community-based research; collaborative research; action research; participatory action research; advocacy research; empowerment research; and evaluation or evaluative research.

“Service activities include client and patient-directed care (e.g., clinical services), technical assistance, or direct community service not associated with academic programming.” Illustrations of these are: community-driven and serving programs; sharing of individual expertise; volunteerism; and the sharing of university space and facilities.

“Economic and community development activities are represented through supporting entrepreneurship and connecting the public to scholarly endeavors.” This is in addition to the university’s role in workforce and career training and includes: market research; business development; intellectual property that advances a public good; and business incubators.

Please visit http://www.umb.edu/ocp/connections/activity_descriptions to view complete definitions for each of the activities provided under the four categories of community-engaged activities (e.g., our definition of service-learning).

1.b. Community engagement as a university priority

Mission or vision statement:

http://www.umb.edu/the_university/mission_values

http://www.umb.edu/the_university/vision

UMass Boston was founded in 1964 as part of a wave of new public urban university campuses established to increase educational access for the surge of post–World War II baby boomer youth who could no longer be accommodated by older landgrant colleges and universities. In Boston, as in other parts of the country, the new university was also designed to provide access to growing numbers of urban lower-income and minority populations who had been underserved by the higher education system. From its very beginning, then, UMass Boston was defined as a university with a particular “urban mission,” whose teaching, research, and service programs would serve the local public and engage thoughtfully with the community.

From the first sentence, our “Mission and Values” statement (revised in September 2010) foregrounds the university’s “special commitment to urban and global engagement” and to “serving the public good of our city, our commonwealth, our nation, and our world.” A list of key values illuminates the university’s dedication to numerous overlapping communities, from our neighborhood to the city of Boston and beyond.
Indeed, “engagement” is designated as a core value and defined at length: “We address critical social issues and contribute to the public good, both local and global. We participate in teaching and public service, as well as in basic, applied, and engaged research, to support the intellectual, scientific, cultural, artistic, social, political, and economic development of the communities we serve. We forge partnerships with communities, the private sector, government, health care organizations, other colleges and universities, and K–12 public education, and bring the intellectual, technical, and human resources of our faculty, staff, and students to bear on pressing economic and social needs.”

The university also pledges to contribute to the “Economic and Cultural Development” of our communities. Here and elsewhere, we emphasize collaboration: “Through our research, teaching, and service, we work cooperatively with businesses and industries, and with local, state, and federal governments, to strengthen our contribution to the state’s, the nation’s, and the world’s cultural and economic development.”

This list of values concludes with “An Urban Commitment,” reiterating our “particular commitment to urban places, people, culture, and issues, and by an acknowledgment of their complex local, national, and global connections.” We acknowledge again our collaborative role in fostering healthy urban communities: “Partnering with urban institutions and residents, we help to create sustainable and healthy social fabrics, economies, service organizations, and civic and cultural institutions.”

The university’s Vision Statement, also revised in September 2010, imagines UMass Boston in the year 2025, offering a synopsis of long-range goals. This document expresses both the pride and the sense of duty that come with being Boston’s only public university and “an economic and cultural engine for the Commonwealth” of Massachusetts. As the university grows as a research institution, the Vision Statement pledges to “honor our origins as a teaching institution and our tradition of public service” and “maintain a strong commitment to educating modest-income and first-generation students from urban areas.”

**Strategic plan:**

http://www.umb.edu/the_university/strategicplan

Our 2006 Carnegie self-assessment affirmed the richness of our community partnerships and engagement. It also drew attention to gaps in the university’s “operational structures” for supporting and coordinating these activities. This realization entered into the university’s 2006 strategic planning process, which specifically addressed the need to make improvements in this area.

The resulting strategic plan was titled “UMass Boston Renewal: Building the Student-Centered, Urban Public University of the New Century.” One of the six main goals and one of the seven priority objectives that were given “special emphasis” in the document addressed the need for better support, coordination, and record keeping of community engagement activities.

Goal 4, for example, committed the university to “enhance campus-community engagement through improved operational structures.”

Objective 7 under Goal 4 committed the university to “create a government and community relations office to support high-level research and communication and identify and promote signature examples of campus-community engagement, with community understood in local,
national, and global terms."

The next iteration of the university’s strategic planning process took place in 2010–2011, resulting in a new 15-year plan to guide the university’s development through 2025. The report, titled “Fulfilling the Promise,” was prepared by the university’s Strategic Planning Implementation Design Team. In many of its facets, the long-term strategic plan reaffirms our commitment to develop and enhance community engagement efforts, not only locally in Massachusetts and the Boston metropolitan region, but also in communities on wider national and global scales. This commitment received clear articulation within the newly drawn university mission and vision statements, and the statement of university values. The community engagement dimensions of these statements on mission, vision, and values are discussed above.

The report acknowledges that an “expanded...notion of civic engagement” that encompasses national and global, as well as local, contexts, has now emerged at the university. Whatever the scale, civic and community engagement remains one of the most fundamental purposes of the university: “Civic engagement...has always been closely tied to academic and scholarly pursuits at UMass Boston. As we engage with the community, our experiences inform our teaching, learning, and our research, leading to new knowledge applicable to an even broader context. We expand our spheres of engagement by applying new knowledge to urban situations around the world and setting our sights on academic partnerships worldwide.”

“Fulfilling the Promise” reaffirms community, or civic, engagement as an essential precondition for the university’s purpose of generating and distributing knowledge. As the report explains, “The academy must join with government, industry, nongovernmental networks of organizations, and local communities to co-construct the processes by which knowledge is gained and distributed, and thus to co-create our common future.” The university’s ability, as well, “to promote local and international socio-economic development” also presumes “partnerships among governments, universities, and private foundations (local and global).” The latest and current strategic plan thus preserves and even enhances the centrality of community engagement to the university’s most basic purposes in the changing, globalizing context of the early 21st century.

Accreditation/reaffirmation document/QEP: NEASC Accreditation and Community Engagement & Partnerships

Every ten years UMass Boston undergoes an external review of its university-wide accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). As part of its scheduled 2005 review, the campus conducted a comprehensive self-study to serve as the basis for a site visit by the visiting team, and five years after receiving accreditation, also completed an interim report for NEASC in 2010. These two institutional self-assessments reaffirm the principles of the university’s strategic plan, and once again register its commitment to bringing enhanced community engagement to a number of critical areas of institutional functioning.

To “deepen community engagement” was articulated throughout the NEASC self-study documents as one of the university’s six principal goals. Further, enhancement of the institution’s partnership engagements with local, metropolitan, statewide, national and global communities, organizations, and institutions was woven into the rationale for how the university was meeting eight of eleven standards for accreditation, including: (1) mission and principles, (2) planning and evaluation, (3) organization and governance, (4) programs and instruction, (6) student services, (9) financial resources, (10) public disclosure, and (11) integrity.
Especially important in these documents was the manner in which community engagement and partnerships were integrated as essential components in academic planning and definition of strategic research development. In 2008, the university identified four priority areas for research development. Two of these areas, (1) urban health disparities and public policy and (2) science and mathematics education and learning research, are intimately tied to public service and the university’s mission of engagement with its long-standing urban mission, including urban schools.

The 2010 interim report, for example, explains how academic development and the enhancement of the university’s research profile (and its transition to Carnegie Research I Level) presumes investing deeply in partnerships with public and nonprofit entities: “Efforts to strengthen... [strategic] research clusters are currently under way, which involve coordinated cluster hires across colleges and departments, development of partnerships with other academic institutions, federal, state and local government agencies, private corporations and foundations, and non-government organizations.”

The report clarifies as well that valuable student internship and training experiences are enabled through these partnerships. “Moreover, in a time of diminishing public support for higher education in our state (and more widely nationally), such partnerships regarding research, service, training, and teaching on basic public issues such as health care and education are acknowledged to be ever more critical to the institution’s overall funding strategy.”

Finally, as we prepare for the 2015 NEASC review, in November 2013 our chancellor advised the accreditation agency that UMass Boston wishes to foreground issues of community engagement in the review. He requested an accreditation team chair from one of our peer urban engaged universities “who is understanding of civic engagement and its role in the co-construction... of societies,” and a review that can tell us “how well the university has combined its...research focus, its teaching obligations, and its public service commitments, including civic engagement.”

Other:


The first phase of the university’s master plan began in 2008, and in 2009 a large property adjacent to the campus, the Bayside Exposition Center, fell into foreclosure. After extensive review, the university worked with state officials to purchase the property in 2010. The following excerpts are an illustration of the chancellor’s approach for incorporating the new property into the university’s existing plans in a manner that supports the university’s mission, vision statement, strategic plan, and accreditation/reaffirmation efforts. This is one of countless examples in which the community is central to university planning.

“Chancellor Motley asked that this charrette be convened to solicit ideas on how the Bayside site could be developed to benefit the university and community alike and that the planning not take place in a vacuum. His goal is to get input from as many constituents as possible in order to create a plan that recognizes the long-term needs of the university in its efforts to improve the quality of life for the residents of Massachusetts. Through this charrette, Chancellor Motley hopes to:

- Continue to build a partnership with the community—to work collectively to determine how Bayside can advance this specific objective— to work in partnership with and benefit
community—to hear the community’s ideas.

- Keep central the motto on which Boston State College was founded—“Education Is Service”—an education based on the belief that residents of the Commonwealth support this university and the university is obligated to give back to those residents in the learning process.
- Provide service through a series of Pathways to Excellence—pathways that take advantage of education and research to improve the quality of life in the local community and the Commonwealth at large.
- Be an agent for social change—to respond actively when it is within its power to address inequities and trends that are known to have a negative impact on our world.
- Be an important asset to the Columbia Point peninsula, the City of Boston, and the Commonwealth, and be a destination for visitors and residents alike.”

The charrette report concludes: “As the chancellor noted, this is not the end of the process, it is just the beginning. The charrette was the first step toward soliciting ideas on how the Bayside site might be redeveloped. These ideas have been incorporated into this report and, in consideration of the university’s master plan, comparable initiatives being undertaken at peer universities, and other ideas still to be conceived, will create a long-term vision for the Bayside site. In partnership, UMass Boston will continue to refine the vision and test it against realworld opportunities and constraints until an achievable long-term plan can be derived. The university looks forward to continuing the dialogue within our campus community and with external stakeholders, working toward the achievement of a consensus development plan for the Bayside site.”

2. Changes since 2006 (e.g. mission, organizational structure)

The university has established considerably more administrative structures for ongoing assessment, coordination, information gathering, consultation, and facilitation of community partnerships and engagements since 2006. Many were the outgrowth of a campus-wide Community Engagement Task Force established by Chancellor Motley in 2010. Three initiatives will receive attention here.

1) The Office of Community Partnerships (OCP) was created in 2011 as part of the Division of Government Relations and Public Affairs and with support by the provost to “identify, strengthen, and create collaborative community partnerships that advance UMass Boston’s mission.” The office is professionally staffed by a director, two full-time associates, and one part-time student employee. It functions broadly as the central information clearinghouse, facilitator, and coordinator of a wide range of community partnerships between personnel at the university—faculty, administrators, and staff—and organizations, communities, and public entities outside the university. This includes gathering, organizing, and analyzing data on partnerships in order to help better align efforts for long-term and sustainable community–university impacts. The office facilitates publicity and information sharing about these involvements; compiles and makes available virtual interactive maps that display locations of partnerships; and maintains an extensive resource library, and links to other organizational resources for stakeholders seeking guidance, on how to build partnerships.

2) An outgrowth of needs identified during the 2006 Carnegie self-assessment, the university established a new professionally staffed unit within the Division of Student Affairs, with the mission of promoting the engagement of students in community partnership and volunteer activities. The Office of Student Leadership and Community Engagement (OSLCE) coordinates a
wide range of programs and initiatives that draw students into community engagement. The OSLCE thus “helps facilitate community engagement, recruit student volunteers and inform students of volunteer opportunities available at community organizations,” very often as a part of their various leadership training programs, such as the Domestic Leadership Exchange, in which students “learn through planning, implementing, and evaluating participation in civic and social programming that focuses on hunger and homelessness issues,” or Project Serve, which places “students and community organizations in a variety of civic engagement activities in order to create positive change in Massachusetts.” The office is also working with OCP to facilitate connections between students and faculty who have service-learning opportunities available in their courses.

3) Finally, October 2010 saw the establishment of a new community advisory board to the university, the Board of Visitors (BOV), composed of approximately 50 alumni, community leaders, and other friends of the university. The board advises the chancellor and the university’s senior leadership on many strategic issues, including “community engagement and global development.” The charge of the BOV is to “address the university’s commitment to quality, affordability, and active engagement with the community.” Board members serve in various roles at the university, including spearheading community-engaged student learning opportunities, fundraising, serving on hiring committees for top administrative positions, and taking part in discipline-specific program development committees to ensure the community has a say in the direction of the university.

3. Changes in executive leadership since 2006

A number of executives distinguished by their commitment to public service have assumed leadership positions since classification. For example, Provost Winston Langley is a specialist in international relations and human rights. The new vice chancellor for government relations and public affairs is Edward Lambert, formerly a state representative and mayor of Fall River, MA, and the founding executive director of the Urban Initiative at UMass Dartmouth, a research center focusing on urban policy issues.

Perhaps the most significant change has been the appointment of a new chancellor in 2007 who brings an unprecedented focus on community engagement to this position. Voicing his commitment to UMass Boston’s unique service mission in his 2010 State of the University Address, J. Keith Motley declared, “We are not an institution that exists only for its own purposes and in pursuit of aims created in a vacuum of economic or intellectual interests... our institutional DNA tells us that we were never meant to be an end unto ourselves. We have always been, and I believe it is my duty to see to it that we will always be, a partner in building this neighborhood, this city, this state, this nation, and this world.”

Dr. Motley’s career has been defined by his commitment to the education of urban communities and people of color. He is a founder of the Roxbury Preparatory Charter School (a public charter school that aims to close the achievement gap between Boston’s urban students and their affluent suburban peers) and chair emeritus of the school’s board of trustees. He is also the founder and education chair of Concerned Black Men of Massachusetts, Inc., and the Paul Robeson Institute for Positive Self-Development, an academic and social enrichment program for school-aged children of color. Dr. Motley is the chair of the Association of Public and Land Grant Universities’ Commission on Access, Diversity and Excellence, and serves on numerous boards of community organizations with local, regional, and national reach, such as the Boston Committee for the “Do the Write Thing Challenge,” an initiative of the National Campaign to Stop Violence. As the chair of the higher education section of the Success Boston Task Force, he
leads our fellow colleges and universities in the effort to improve college graduation rates for Boston public school graduates.

One example of the many critical community engagement projects in which Dr. Motley has played an active role is the U54 NIH grant. Funded by the National Cancer Institute (NCI) in September 2010, the U54 Minority Institution/Cancer Center Partnership Grant allows UMass Boston and the Dana-Farber/Harvard Cancer Center to collaborate on research aimed at addressing cancer health disparities in disenfranchised populations, while also providing research and training opportunities for underrepresented minority students, fellows, and scientists. That this world-renowned research center partners with us to expand their reach into the community attests to our reputation as an engaged institution.

C. Institutional Commitment

   Infrastructure

1. Campus-wide coordination

As of 2006, community engagement coordination was shared between the Division of Athletics and Recreation, Special Projects and Programs, the vice chancellor for student affairs, the deputy chancellor for external affairs, and the Urban Mission Coordinating Committee. While the divisional units remain highly engaged in community service activities, the university has developed a collaborative model in which student affairs, academic affairs, government relations, and public affairs all interact.

In 2009, the Chancellor assembled a Working Group on Civic Engagement, charged with developing a plan for prioritizing community engagement that capitalizes on existing activities and provides sufficient support and visibility to solidify an institutional identity as a community-engaged campus. One of the six recommendations was to deepen its core infrastructure by creating a coordinating office.

This led to the founding of the Office of Community Partnerships (OCP) in 2011, established to advance both university and community priorities through collaborative community partnerships. The investment in OCP reflects the university’s vision for transitioning the short-term infrastructure of the Urban Mission Coordinating Committee and other supporting units (as reported in 2006) to a sustainable model with its support distributed university-wide. Its core goals are to identify, strengthen, and create strategic collaborative community partnerships, and to raise internal and external awareness about existing partnerships and the communities it impacts. It also plays a critical fundraising role and directly works with faculty to integrate community partnerships into their teaching, scholarship, and service roles. The office reports directly to the vice chancellor for government relations and public affairs (GRPA), with a dotted line to the provost, given OCP’s work to incorporate community engagement into the academic roles. The chancellor, provost, and University Advancement have all played a critical role in expanding GRPA’s capacity to now fund three full-time staff and a part-time student employee.

In addition, the Office for Faculty Development (OFD), which directly reports to the provost, was established in May 2011 and plays a critical role in community engagement. The director of OCP is a member of OFD’s advisory board and the two offices are collaborating to provide additional faculty support that is advancing community-engaged scholarship at the university. In addition, the Office of Service-Learning and Community Outreach was transformed into the aforementioned
OSLCE in Student Affairs.

These three offices represent major structural developments and are detailed further in other sections of this application. In addition, the integrated model of university engagement affords OCP coordination with numerous other community engagement positions, housed and supported throughout the university. These are also covered elsewhere in this proposal; they include: the Division of Athletics and Recreation; Office of Community Relations; Office of Special Events; Office of International and Transnational Affairs; Office of Research and Sponsored Programs; Office of Research Development; Enrollment Management Federal Work-Study program; the URBAN Research Network; University Advancement Board of Visitors; Office of Career Services and Internships; Venture Development Center; and 43 community-engaged research centers and institutes housed in the provost’s office or within one of our 10 colleges and schools.

Funding

2.a. Internal budgetary allocations

The university prioritizes engagement in the allocation of its internal revenue—namely, state appropriations, tuition/fees, and leveraging university resources to support community-engaged grant activity. In 2013, UMass Boston dedicated $8.5 million, nearly 3% of the university’s overall internal budget, to supporting units and programs involved with community-engaged instruction, research, public service, and academic support activities. In addition, more than 94% of direct and indirect cost share dedicated by the university in 2013 was connected to community-engaged programs.

Since 2006, the infrastructure supporting university-wide engagement has expanded greatly. Staff with full-time or part-time responsibilities in supporting community engagement has more than doubled to more than two dozen positions.

GRPA added coordinator of community services and associate director of community relations and economic development positions within Community Relations, and a director, associate director, GIS and program specialist, and a half-time database specialist in OCP. The newly created OFD’s assistant director is specifically engaged in faculty development for civic learning and engagement, and coordinates the Civic Engagement Scholars Initiative (CESI) program for faculty. OSLCE has five staff, including a director, assistant director of community engagement, administrative assistant, and two positions that directly manage community partnership programs. The university also contributes funding for a student employee and graduate assistant. In addition, the Division of Athletics and Recreation, Special Projects and Programs hired a new community outreach and engagement coordinator. Finally, the university funds one faculty member and a graduate student for the national URBAN Research Network to build a “community of scholars and change-makers in order to create opportunities for collaborative scholarship.”

Beyond staffing, the operational and special events budgets for each of these units directly support university–community engagement. The university has also dedicated more than $270,000 to support faculty and staff research through internal grants, and a clear majority of funded projects are community-engaged. This complements nearly $300,000 committed by the university to CESI, which includes funding for ten work-study students who are CESI student ambassadors. Additionally, federal work-study (FWS) has continued to play a vital role in the
university’s engagement. In 2013, the university dedicated $361,178 to community-based FWS positions. This equates to 23% of the total FWS budget and a 3% increase in the total dollar amount from 2006.

Finally, the university’s commitment to providing access to historically underserved populations is another example of how UMass Boston leverages its resources to engage with communities. In 2009, the university committed $4.9 million in university fees to provide tuition assistance to students with high financial need. This commitment has grown by 157% to more than $16 million, supporting nearly a third of our student population in 2013. The university also participates in a variety of fee-waiver programs for special-need populations, ranging from senior citizens to wards of the state, the visually impaired, and others. For example, the university offered more than $100,000 in fee waivers in 2013 to veterans who do not get full educational benefits, to ensure they are able to pursue their educational goals while adding to the vibrancy of UMass Boston.

2.b. External budgetary allocations

UMass Boston devotes a tremendous amount of its external resources to community-engaged and community-serving activities. Of the $49 million in grant revenue the university received in 2013, more than $30 million (61%) was connected to institutional units and individual faculty involved with community-engaged projects. This external funding accounted for nearly 10% of the university’s overall operating expenses.

In 2012 and 2013, two new positions were created within the Office of Research and Sponsored Programs (ORSP) that specifically focus on external fundraising for community-engaged teaching and research activities. The first position, associate vice provost for research, was created to mentor and build the fundraising capacity of faculty in relation to their individual scholarship and directly support the pursuit of strategic grants. The position, currently held by Professor of Nursing Laura L. Hayman, whose scholarship is grounded in collaborative, community-engaged research methods, reflects ORSP’s strategic approach to raising funds to support community engagement. The second position, titled research development specialist and held by Dr. Elena Stone, serves to increase external fundraising for the four university ethnic institutes: Institute for New England Native American Studies, Institute for Asian American Studies, the Mauricio Gastón Institute for Latino Community Development and Public Policy, and the William Monroe Trotter Institute for the Study of Black History and Culture. The research projects of these institutes are models of community-engaged practices, from collaboratively designing research questions to training community members to the co-production and co-dissemination of new knowledge. This fundraising position has also deepened collaboration among the institutes themselves.

Important strategic partnerships have been particularly fruitful generators of grant support. For example, a partnership with the Dana-Farber Cancer Institute has resulted in approximately $18 million in U54 and U56 funding from the National Institutes of Health, while a joint initiative with Northeastern University and the Boston Public Schools has led to an award of $12.5 million from the National Science Foundation. The university has also received a $7.7 million, five-year grant from the National Institutes of Health to establish an exploratory center for health and health care disparities; and the collaborative Center of Science and Mathematics in Context has generated more than $25 million for science education programs at K–12 and university levels. Due to the prominence of community-engaged grants, ORSP worked with OCP in 2013 to redesign its proposal submission form in order to create a mechanism for capturing external fundraising associated with community-engaged activities. In the future, this revision will
streamline data collection to enhance the capacity of the university to calculate external funds raised and monitor the number of community-engaged initiatives being financially supported.

Additionally, OCP and OFD secured $237,000 from the state department of higher education for CESI. OCP also facilitated partnerships that were awarded nearly $2 million to improve early detection of autism spectrum disorder and family engagement during children’s transition to preschool within Boston and early education agencies, and to support a collaborative project between the College of Nursing and Health Sciences and local community health centers to diversify the nursing workforce.

2.c. Development & Fundraising

In FY13 University Advancement and WUMB raised more than $7.8 million (cash, pledges, gifts in kind), with 29% of that total designated to programs and initiatives that support community engagement. This funding supported a wide range of educational, cultural, and community-empowerment activities, including:

The Osher Lifelong Learning Institute (OLLI) has a mission to foster accessible lifelong learning, individual growth, and social connection for mature learners age 50+ by providing stimulating opportunities to enrich the intellectual, social, and cultural lives of members, regardless of educational background. The UMass Boston public radio station, WUMB, provides a 24-hour-a-day broadcast schedule, and reaches listeners in more than 275 cities and towns in New England, and in all 50 states and 103 countries through a webcast. Funding also supported the Emerging Leaders and Urban Scholars programs, which are detailed elsewhere.

The nationally recognized Camp Shriver program at UMass Boston serves an equal number of children with and without disabilities so that all children can play, learn, and interact in meaningful ways with their peers—no matter what their disability status. GoKids Boston embodies innovation and leadership in youth health through life-changing programs, groundbreaking research, training opportunities, and dedication to the community. The Jane and Gerard Gaughan Fund for the Tufts Medical School and UMass Boston Collaborative maximizes student success by providing financial support for initiatives related to the Tufts Medical School and UMass Boston Collaborative, created to assist UMass Boston undergraduate students who are interested in pursuing a degree in medicine or biomedical research at Tufts University School of Medicine. Among other things, the program engages students in a variety of community health programs that provide health care to historically underserved and “hard-to-reach” populations.

Funding also went toward a number of programs that not only engage with the community but also empower community members to further engage in their communities. This includes the university’s Chinatown Scholars Program, which provides financial assistance to students who are performing community service in the local Chinese community. The Moorman-Simon Program for Education and Schooling for Democracy and Citizenship supports partnership programming, community resource and impact assessment, and curriculum development to engage UMass Boston students and faculty in community-engaged research and action teams. Similarly, the Center for Social Policy (CSP) focuses on improving the lives of those outside the circles of power. True to its vow to “build knowledge from the ground up,” CSP’s work is grounded in community-engaged research and illuminates the realities faced by families living in poverty. Funding also supports Kenya Heart and Sole, a service-learning partnership between UMass Boston’s College of Nursing and Health Sciences (CNHS), Health for Nations, the Tumutumu Hospital School of Nursing, Kijabe Hospital School of Nursing, and the University of Nairobi School of Nursing Sciences. The project extends UMass Boston’s local work (Roxbury Heart and
Sole), which addresses cardiovascular and metabolic risk factors in an underserved African American community, by engaging diverse community members and stakeholders in Kenya through training and learning from professionals and community members.

2.d. Investment of financial resources externally

Due to the way Massachusetts structures university funding, the entirety of what UMass Boston controls fits within the previous three questions. However, the community and economic development impact not captured in 2.a–c. is best summarized through an economic impact report completed in 2013 for the fiscal year 2011. The analysis estimated the total contribution of the university’s various economic activities with the premise that investment by the state in the university spurs additional community development activity.

Nearly 90% of students, faculty, and staff live in four counties near UMass Boston. Therefore, we use these four counties as a key geographic region of interest in our analysis. However, much of the economic activity of the university stretches far beyond this region in terms of the vendors from which the university purchases its services as well as the purchases of its employees and staff. Therefore, we also examine the impact of the university on the entire commonwealth’s economy.

UMass Boston is the only public university in the immediate region, and is much more financially accessible than many of the private colleges in the region. Further, the vast majority of the undergraduate student body lives within a 100-mile radius of the university. In the event of the closure of UMass Boston it is quite likely that many of its undergraduate students would not be able to afford to attend college and would simply enter the workforce. Therefore, the additional skills that UMass Boston gives these students, which allows them to be more productive members of the workforce and thus generate more economic activity, would be lost if UMass Boston were not here. Moreover, students who still wished to attend a public university would likely choose one of the other UMass campuses, thus leaving the immediate region. While this would not change their impact on the state economy, it would reduce spending in the immediate region.

Central findings:

• In FY 2011, UMass Boston contributed $711.8 million in economic activity to the Massachusetts economy. This includes the contributions of the local operating expenditures of the university, one-time major construction expenditures, the spending of the university’s faculty and staff, and the spending of its students.

• Of the $711.8 million in economic activity to the state, UMass Boston contributes $583.1 million to the immediate four-county region.

• The commonwealth invested a net $87.9 million in the university, excluding federal stimulus funds. This represented 27.8% of the $315.8 million total university operating revenue budget.

• The ratio of total contribution by the university ($711.8 million) to commonwealth investment ($87.9 million) in FY 2011 was more than 8:1.

• UMass Boston received $53.6 million in funding for its research and projects, with nearly 80% of that from out-of-state funders, and more than 50% of the $53.6 million from grants.

• The spending of the university, its employees and students helped to support an additional 3,438 jobs in the commonwealth throughout FY 2011.
3.a. Systematic tracking mechanisms

This is an area in which we have made tremendous strides, as the university did not have systematic mechanisms for tracking or documenting community engagement in 2006. Since 2011, OCP has played the lead role in data collection, tracking, and the coordination of efforts university-wide. OCP’s primary goal early on was to establish a foundation of information to support planning, assessment, and the eventual alignment of efforts to promote sustainable and collective impact. The office has gathered data on 938 partnership programs and initiatives as of April 1, 2014, and has identified a level of community engagement never fully understood by the university and external community in and out of academia. OCP’s new phase of work will use this data to strengthen existing partnerships, develop new collaborations, and, as identified in the university’s strategic plan, help the university better tell its story.

OCP collects information on an ongoing basis through various approaches. This includes gathering data from annual reports, poster submissions for OCP’s annual symposium, face-to-face interviews, and surveys. From September to November 2013, OCP met with more than 160 faculty/staff to document new partnerships and gather additional assessment data. Finally, faculty and staff regularly use OCP’s online submission form to share information (www.umb.edu/ocp/surveys). This form will soon connect to a new complex relational database OCP has developed to easily track partnership information. The database enables users to run queries, which manipulate the data for multiple purposes, including partnership planning and assessment. The database will eventually have a public setting to allow community and university stakeholders to explore the data and serve as a tool for stronger and new collaborations.

OCP collaborates with several units on campus to align data collection. For instance, OSLCE, Career Services and Internships, ORSP, OFD, and the Healey Library all use the university-wide definitions for community-engaged activities developed by OCP and the Provost’s Office. All of these units have contributed to developing the categories that are present in the new OCP database. ORSP also now has a drop-down menu for “proposal purpose” that includes the terminology used by OCP to capture community-engaged teaching, research, and service. All external grant proposals are required to be reported through ORSP’s form. Similarly, OCP worked with Healey Library to develop a similar option on all university uploads to Scholarworks, providing a mechanism for collecting products of engaged scholarship and collaborations.

UMass Boston is continuing to develop a well-integrated system for sharing data university-wide. While resource restraints have slowed progress, Academic and Student Affairs, GRPA, Institutional Research, ORSP, Career Services and Internships, and OCP have all made critical improvements and continue exploring how to best coordinate data to support one another’s efforts. OCP will continue refining its database so that the information is accessible and relevant to multiple units across campus. Lessons learned from all of these processes will be summarized in order to bring successes and challenges to the attention of the administration. Anticipated areas of improvement include strengthening the data gathering process and using data to inform the partnership planning process.
3.b. Systematic mechanisms for measuring impact

Last year, a provost-appointed advisory committee found that there are many university-wide assessment efforts (both internal and external) in place. The Academic Quality Assessment and Development (AQUAD) external review process for assessing the core academic functions of each department/program is pivotal to the university’s assessment efforts. AQUAD review includes teaching and learning; research, professional, and creative activity; and public service and academic outreach. The AQUAD review provides a rigorous quality assessment, identifying strengths and targeting areas for growth and development, with each program reviewed by no fewer than two external reviewers.

The university’s own extensive Performance Measurement System is conducted annually through our Office of Institutional Research and Policy Studies (OIRP), and three of the five annual indicators regularly speak to the impact of institutional engagement (Academic Quality, Student Success and Satisfaction, Service to the Commonwealth). This information, coupled with student evaluations and special surveys, are taken into account in the AQUAD assessment.

UMass Boston was one of the select group of institutions that piloted the first National Survey of Student Engagement (NSSE) in 1998–99, and has consistently completed it ever since. The NSSE allows us to assess the impact of engagement in the community on student engagement in learning. UMass Boston also has requested since 2000 to be included as part of the smaller group of about 25 universities that consider themselves “urban” in their mission and wish to be measured against their peers in this category, as well as generally. In addition to regular NSSE assessments, the university is piloting a short graduating seniors survey that has may enhance our knowledge of the impact of institutional engagement.

Finally, as previously mentioned, the university has begun a new phase of outreach to community partners to seek their input on the efficacy of their partnership activities with the university and assess strength of relationship based on an OCP partnership matrix (www.umb.edu/ocp/connections). We are working with the Association of Public and Land-grant Universities (APLU) Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP) to conduct part of this self-assessment. In April 2014, OCP will develop an impact-assessment report and narrative based on the communities and topics in which it is engaged. The report will include short- and long-term impacts at multiple levels (community members/stakeholders, organization, policy/systems and university students, faculty/staff, institution). Combined, the data from the OCP partnership inventory and partner surveys will be used to conduct a network analysis to identify opportunities for strengthening existing and creating new strategic partnerships.

This data will serve as a foundation for a new OCP advisory work group, including representatives from every college and school, centers and institutes, BOV members, and community partners. The work group will be charged with developing a master plan for community-engaged partnerships that will advance the university’s strategic plan. This will be done by aligning community-engaged activities with other efforts to enhance student learning outcomes, expanding opportunities for students to benefit from the university’s extensive community engagement, and better assessing the impact university collaborations are having on communities.
3.c. Current Findings

Most of the data from these assessments was not available or organized during the last classification. Data now indicates that the university has remained true to its founding urban mission to increase educational access to historically underserved populations and serve society by connecting the resources of a research university to advance community efforts. We can definitively state that every division on campus has community-engaged activities supporting this mission.

Since 2011, OCP has documented 482 faculty and staff (roughly 1 out of every 5 full- and part-time employees) who are or have recently engaged with 1,975 partners through 938 programs and initiatives (www.umb.edu/ocp/partnerships_symposium/plenary_slides). Partnerships are organized around four broad topic categories, and 23% of activities primarily focus on education; 17% on health; 11% on environment/sustainability; and 49% on community/economic development. These four categories have 23 subcategories, which enable us to have a better understanding of the partnership focus. For example, the community/economic development subcategories indicate 16% of all initiatives focus on inclusion/access; 17% on governance; 15% on labor/workforce development; 14% on organizational management; and 11% on cultural art.

Of the 1,975 documented partners, 41% are nonprofit organizations, 18% health care organizations, 17% government institutions, 9% K–12 educational institutions, 7% higher education institutions, 6% small/minority businesses, and 2% direct community connections. (Due to the high number of organizations in these categories, we have separated health care and K–12 educational partners from nonprofit and government.) Thirty-three percent of partners are located in the Boston area; 46% are dispersed throughout Massachusetts (not including partners located in Boston); 17% are from across New England and the rest of the country; and 4% of the organizations are based internationally.

In addition, we have the following partnership identifiers: program type (teaching and learning, research [for the public good, directly serving the community, engaged with the community], service, and economic development); contact person(s); college/division and department; impact location; funding; and recorded impacts (community and university). More on the impact of these collaborations and results from the aforementioned assessment tools will be illustrated in subsequent sections of this application.

Finally, our community is the fabric of the university. This is represented not only in the way UMass Boston dedicates its resources and efforts, but also in the ways we engage current and future students. It is critical to understand who our students are in order to support and leverage them as our most valuable partners in community-engaged activities. We know that of the total enrollment of 16,277 students, 50% of undergraduate (up from 44% in 2007) and 25% of all graduate students who reported race/ethnicity indicated they are U.S. students of color. Eighty-eight percent of our undergraduate students are from Massachusetts. Fifty-two percent of the 1,057 incoming freshmen who completed a survey this summer speak one of 67 languages other than English at home with their families. University-wide, more than 90 languages are spoken by our students and more than 40% of our full-time undergraduate students from Massachusetts receive Pell grants (up from 30% in 2007), which are federal funds targeted toward students in greatest financial need.
3.d. Impact on Students: One key finding

Data on student impact indicates positive correlations on a wide range of topics, including leadership development, stronger connections to communities, enhanced civic knowledge, skills, propensity to be engaged, and academic degree selection. However, this response speaks directly to one of our university-wide assessment tools, NSSE.

We administered NSSE in 2002, 2004, 2008, and 2011, and are administering it this year. The administration, analysis, and dissemination of the survey is managed by OIRP with an advisory committee of colleagues from student affairs, student support, the library, athletics, and the Provost’s Office. The survey targets first-year and senior undergraduates and provides benchmark data from other NSSE participants. Data is shared in presentations with campus committees, is made available in reports, and is available on the OIRP website: www.umb.edu/oirp/surveys_assessment/nsse.

The NSSE question During the current school year, about how often have you done each of the following—participated in a community-based project (e.g., service-learning) as part of a regular course? is of particular importance to UMass Boston. The percentage responding “often” or “very often” has increased for first-year students from 2% in 2002 to 9% in 2011 and for senior students from 10% to 14%.

While these increases are encouraging, the 2011 data also shows that our students are participating in lower percentages than those of our Carnegie classification and NSSE participant peers. Our strategic plan seeks to address this (http://www.umb.edu/the_university/strategicplan), and the university has increased resource allocation to this end, including the development of the Offices of Community Partnerships, International and Transnational Affairs, and Faculty Development.

NSSE indicates that institutional engagement on students’ behavior shows increasing percentages planning to participate in this array of engagement activities. This is especially true in categories of activities where UMass Boston has its highest levels of community engagement and when comparing our scores before our last classification in 2004 and the most recent results in 2011. The percentage of students planning to participate in practicum, internship, field experience, co-op experience, or clinical assignments before graduating rose 14 percentage points, to 73%. Similarly, students planning to participate in community service or volunteer work increased ten percentage points, to 56%. Students planning to work on a research project with a faculty member outside of a course or program requirements also grew by eight percentage points, to 41%.

Responses from seniors who report having done the same array of activities refer to students who began their academic careers before the years in which they participated in NSSE. However, the university made notable improvements between 2004 and 2011. Participation in a practicum, internship, field experience, co-op experience, or clinical assignment increased five points, to 36%. Students participating in community service or volunteer work increased by nine points, to 39%. Students who worked on a research project with a faculty outside of a course or program requirement increased five points, to 16%.

Each item shows positive growth, and we look forward to the 2014 NSSE survey results to assess our progress in the last few years.
3.e. Impact on Faculty: One key finding

Tenure and promotion practices are an important indicator of a university’s community engagement. A key impact on faculty we have discovered from the data is that, unlike many campuses around the country, faculty members are encouraged to collaborate with communities to advance their teaching, research, and service, and even more significantly, community-engaged faculty are sought after for leadership roles at the university.

Of the 241 faculty members subject to 341 university tenure and promotion cases from 2007 to 2013, 58.09% have been identified as directly engaged in public service or with community-based or community-serving organizations. Another 30.71% of the 241 were “not directly engaged” and 11.20% could not be confirmed in either category. Of the 241, 88.38% had positive outcomes during their review, 4.98% had negative outcomes, and 6.64% had no outcome.

Of the 140 faculty “directly engaged” (58.09% of all cases), 130 had a positive outcome (92.86% of “engaged” faculty cases). Closer inspection indicates that 35 of the 130 with a positive outcome were four-year review cases (25% of the positive cases for “engaged” faculty), 16 were appointment with tenure (11.43%), 24 were promoted to professor (17.14%), and 65 of the 130 (46.43%) with a positive outcome were tenure and promotion cases (e.g., from assistant to associate professor). There were only 4 negative (2.86%) outcomes for “directly engaged” faculty. Two people were in their 4th year review and two were tenure and promotion cases. There were six individuals (4.29%) with no result.

In comparison, of the 74 faculty “not directly engaged” (30.71% of all cases), 67 had a positive outcome (90.54%) and four faculty had a negative outcome (5.41%). Twenty-one of the 67 with a positive outcome were 4th year review cases (28.38%); 3 were appointed with tenure (4.05%); 7 were promotions to professor (9.46%); and 36 of the 67 with a positive outcome were tenure and promotion cases (48.65%).

This data includes all faculty from every college who have had a tenure and promotion case since 2007. It indicates that faculty members involved with community-engaged work are rewarded through the tenure and promotion process at a rate approximately equal to that of faculty not directly engaged with community-based groups. These positive outcomes take place throughout the faculty member’s career—from four-year review through promotion to professor—and are consistent with data from a number of OCP and OFD surveys. This contradicts research indicating that most U.S. research universities tend to undervalue the community engagement efforts of their faculty. More impressive is the sheer number of faculty engaged and the fact that an average of four out of five faculty members hired with tenure have established track records in community-engaged work. Faculty members hired with tenure are usually brought in to the university to lead special initiatives and for the contribution their expertise will make to the university. This is a clear indication that the university values and prioritizes faculty leadership consistent with UMass Boston’s urban mission.

3.f. Impact on Community: One key finding

The university’s most comprehensive collaboration is with Boston Public Schools (BPS, www.bostonpublicschools.org). The primary motivation for this relationship is more than proximity. The driving force for collaboration is a shared goal of transforming lives through exemplary teaching and innovation, as articulated in the mission of both institutions. UMass
Boston and BPS’s shared approach is one that partners “with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life.” The partnership consists of work with 62 different schools and units within BPS on 88 programs that extend from training and technical assistance to direct student interaction.

The Boston area has one of the highest concentrations of colleges and universities in the world. According to the U.S. Bureau of Labor Statistics, this concentration was approximately three and a half times greater than that of the rest of the United States. However, only 35.5% of BPS graduates enrolled in college earned an associate’s or bachelor’s degree within seven years despite BPS having one of the highest college-enrollment rates in the country. The BPS-UMass Boston collaboration seeks to increase the number of students who enroll in and complete college through enhanced local and state policies, teacher and school leadership training programs, targeted scholarships, and direct student and family enrichment. A few of these efforts are illustrated throughout this application and in our partnership grid. However, one key finding from a sampling of current data on UMass Boston precollegiate programming indicates student high school graduation and college enrollment rates of more than 90% and a college completion and retention rate of 77% over the past five years.

Three of the university’s many precollegiate programs working within BPS are the Admission Guaranteed Program, Project REACH Talent Search, and Urban Scholars. Combined, these programs annually serve approximately 1,450 middle and high school students with a variety of targeted characteristics—including low income, first generation, with a disability, or at high risk for academic failure—to develop the skills, knowledge, and motivation to successfully enroll in and complete postsecondary education. Based on the data available for each program, the average rate of graduation from high school by all three programs’ participants is more than 90%, compared to 64% districtwide for BPS students. True to the university’s urban mission, Project REACH Talent Search was the first educational talent search program in the nation to serve low-income, first-generation, college-bound, urban youth with disabilities and is a national model for TRIO programs. Similarly, the college enrollment rate of students immediately after high school graduation by participants in Urban Scholars and the Admission Guaranteed Program is also more than 90%, which compares to nearly 70% district-wide. Even more impressive, 82% of Urban Scholars are enrolling in four-year colleges and 77% have either graduated or are still enrolled in college, which is more than twice the success rate mentioned above.

It is largely because of successes like these that UMass Boston is the lead in a similarly focused collaborative called Success Boston, which is highlighted in our partnership grid.

3.g. Impact on Institution: One key finding

UMass Boston owes its existence to the urban mission that permeates every aspect of university efforts. Seventy-two percent of academic departments explicitly incorporate community engagement or community-serving purposes into their mission statements, and 61.72% of all grant revenue from this past year was connected to community-engaged programs and initiatives. This includes 31.93% of the university’s grant revenue supporting instructional activities, 48.45% supporting university research, and 19.62% supporting public service. In addition, both of our new schools and 62% of all academic departments representing all of the university’s colleges recently indicated they had collaborated with a community partner to develop a scholarly product with community benefit (specific examples are provided elsewhere). However, most telling for the tremendous impact institutional community engagement has on UMass Boston may come from the external review of university programs. The following are excerpts taken from AQUAD reviews from 2006 to 2012.
In a 2006–2007 review of the Philosophy Department, the report stated that they “were impressed by the quality of the Department in all relevant dimensions: collectively and individually they are accomplished and active scholars; excellent teachers, advisor, and mentors to both junior faculty and students; and exemplary contributors to programs outside the Department.” They found the department “to be healthy and extraordinarily effective at the urban educational mission they articulate clearly and to which they are strongly committed…”

A 2010–2011 AQUAD report states that the English Department “has an excellent governance structure, a shared sense of university mission, excellent senior leadership, and mechanisms for developing future department leaders. The team praised the department for its strong student-centeredness and its outreach to the community. The team commented that the undergraduate students they met were articulate and passionate, and talked repeatedly about this being a hard major but one that they really liked.” The 2010–2011 AQUAD report also found the Learning, Teaching, and Educational track in the Department of Curriculum and Instruction “to be uniquely and significantly aligned with the campus mission and strategic priorities, particularly through its capacity to integrate and support civic engagement in teaching and learning, and for the way the program prepares graduates to analyze and address ‘big picture’ issues in education.” The same report also noted that the Economics Department “encourages its faculty to participate...to engage with the economics profession, and, using their professional expertise, to work with the larger community outside of the University.”

Finally, the 2011–2012 AQUAD report on the Women in Politics and Public Policy Graduate Certificate Program declares: “The program graduates women prepared for elected office and non-elected public policy positions. The team feels that the program provides ‘a unique opportunity to reach out to the greater community and exert an impact on the lives of many.’ The team notes that this program stands out from other political programs in its academic rigor.”

**Professional Development**

4. **Faculty, staff, and partners**

The university has deepened faculty development opportunities through the creation of OFD and OCP, which offers group programming and individual consultations focused on community engagement. In 2006, the Center for the Improvement of Teaching was the primary entity offering professional development. It now works closely with OFD to offer seven forums, two semester-long faculty professional development seminars, and an annual university teaching conference with programming focused on pedagogy, including community-engaged teaching activities. OSLCE also continues to play a key campus role as a faculty development resource through workshops and campus fairs that offer training on service-learning and social justice.

In 2012, we launched a new program specifically designed to provide professional development for community engagement. The Civic Engagement Scholars Initiative (CESI) resulted from collaboration between OFD and OCP, which secured a grant from the Massachusetts Department of Higher Education and matching funds from the Office of the Provost. CESI is advancing student success and cultivating lifelong commitment to civic engagement among undergraduates. The program offers workshops and support to faculty and departments redesigning courses to incorporate a civic engagement component—through community-based participatory research, service-learning, or other means—to address community issues. Using an intensive three-semester cohort model, faculty members participate in three phases: course redesign, implementation, and researching, writing, and publishing. These learning communities
provide peer support and enhance understanding of community engagement across disciplines.

Thus far, CESI’s 3 cohorts and introductory courses have engaged 34 faculty from 19 departments and 7 colleges, schools, and free-standing academic programs. Participation of department chairs and community partners is required in the cohort program, expanding the program’s reach (see C:11). The semester-long introductory course aims to engage faculty with interest in community-engaged teaching approaches but with less experience. Several of these faculty members have subsequently applied to the full program. Ten undergraduate students serve as ambassadors assisting project implementation. Four hundred and twenty-four students have already enrolled in 29 redesigned courses. Offerings are expected to grow to 38 courses by next fall.

OFD collaborates on other faculty professional development with OCP. For example, faculty with expertise in community engagement have served as panelists/speakers in two annual workshops: Department and College Personnel Committee (DPC and CPC, respectively) trainings and the 4th Year Review & Tenure Workshop. The annual New Faculty Orientation, led by OFD, includes a presentation by OCP to create awareness of its resources to support faculty incorporating community engagement into their efforts. OCP also offers individual consultations to guide them with the strategic alignment of community-engaged activities in an effort to ensure a well-integrated promotion portfolio.

Finally, in 2012, the provost and chancellor designated funds to create the Junior Faculty Research Seminar, a yearlong program intended to foster scholarship and break through the sense of isolation that may accompany the period of building one’s tenure dossier. Participants present their work to seminar colleagues and benefit from the research and tenure experiences of senior colleagues, many who are community-engaged.

**Faculty Roles & Rewards**

5. Search/recruitment policies or practices

Faculty job postings directly reflect the missions of the departments and colleges. As mentioned above, 72% of academic departments explicitly incorporate community engagement or community service into their mission statements. Expertise in these approaches naturally becomes a desirable, and sometimes required, criterion for new hires. Due to the university’s long-standing culture of social justice, there is a consensus across the campus that faculty are often drawn to the university for its community-engaged philosophies and activities.

The College of Education and Human Development (CEHD) notes that “all faculty are expected to engage with community partners given the nature of CEHD’s work with schools and clinics, and many faculty have expertise in community engaged scholarship.” Though exact department hiring policies differ, all appear to favor those who have direct experience working in or in collaboration with local communities. At least one unit has a policy encouraging faculty hires with a commitment to engagement specifically with Boston Public Schools. A 2013 job description posted for a new associate professor described a successful applicant as one who “contributes service to the university’s urban mission,” has preferably worked directly in urban schools, and fits within a program that emphasizes “a social justice agenda” to prevent and eliminate achievement gaps. Another example highlighted preferred candidates as those who have “leadership experience in developing urban school/university partnerships” and the ability to “collaboratively develop these partnerships in keeping with the urban mission of the university.”
Within our College of Liberal Arts (CLA), Anthropology emphasizes community engagement in virtually all job searches. One of the six evaluative criteria considered is whether the candidate is engaged or willing to engage in work that can involve students in research training in local community settings. Another two recent postings stated that candidates should be able to “continue building links to diverse community and governmental institutions” and have “a significant record of developing community partnerships.” In Latin American and Iberian Studies, outreach programs are recognized as scholarship, evidenced in a new hire’s work in medical interpretation and patient advocacy. Further, the last three hires in Women’s and Gender Studies have all been “scholar-activists” with established records of working in communities to produce engaged scholarship.

The College of Nursing and Health Sciences focuses primarily on health disparities and emphasizes candidates’ demonstration of community-based research throughout the recruitment process. Our McCormack Graduate School (MGS) prioritizes experience working as practitioners or directly with the community as a qualification for new hires. In MGS’s Gerontology Department, faculty members are expert practitioners in the field who teach part-time. Many work in organizations serving elder communities and their families (e.g., administer senior centers or councils on aging).

The new School for the Environment faculty hires contribute to the school’s mission “to generate, communicate, and activate knowledge to solve environmental problems.” Similarly, applicants for new positions in the School for Global Inclusion and Social Development are expected to have demonstrated skills in areas such as “inclusive strategies” and “community-capacity development.”

6. Institutional policies for promotion/tenure (changes since 2006)

Since 2006 there have been no changes to the Faculty Handbook regarding institutional policies for promotion and tenure. The handbook does not have language addressing specific types of scholarly work that are rewarded. Its intentionally broad and inclusive framework has historically embraced a diverse range of methods, including approaches engaged directly with communities. As noted previously, a 2008–2009 Working Group on Faculty Development was formed to explore professional development as one key area of future growth, particularly to outline how capacity-building opportunities can go beyond teaching to support integration of scholarship and service. Various emergent needs surfaced from the committee’s work, including “helping faculty members plan for this integration of roles in such a way that is appropriate for their academic units and extends through all career stages” and enhancing “campus-community engagement through improved operational structures.”

The committee conducted a job-satisfaction survey distributed to all faculty. It received 270 responses across colleges and in all career stages and roles (21% tenure-track faculty, 42% tenured, and 37% non-tenure-track). One key finding showed that the “majority of tenure stream faculty are satisfied with the ways in which their work is evaluated, and in the responses of those who were not, there was no comment suggesting a problem with the ways in which scholarship was being defined.” A second question, asking respondents to define their own scholarship, received the following responses: 55% basic research, 42% applied, 24% creative activity, and 33% as a form of public scholarship. In an openended response box, other suggested terms were “teacher research,” “scholarship of teaching,” “participatory action research,” “interdisciplinary scholarship,” “clinical research,” “policy analysis,” “editorial work,” and “archival work.” Our faculty’s concept of research includes many community-engaged forms, suggesting faculty are quite comfortable in defining scholarship broadly and do not seem to be
experiencing particular tensions about how institutional definitions and priorities are affecting the scholarship that they engage in. Rather, faculty doing all types of scholarship felt a need for more institutional support for their endeavors and more explicit criteria for promotion. Moreover, in light of faculty willingness to report their engaged scholarship, survey results suggested a need for navigating service opportunities to ensure engagement in effective service that can be seamlessly aligned with teaching and research activities.

Since the working group’s 2009 report, the university developed the Office for Faculty Development and the Office of Community Partnerships (as noted in C:1). These two offices collaboratively provide enhanced opportunities to support faculty with navigating the tenure process as it relates to community engagement. Most recently, these two offices have devoted attention to assisting tenure-track faculty with planning for thoughtful integration of teaching, research, and service activities. In addition, the provost appointed a work group in 2012 to identify and advise on national best practices for advancing community-engaged research. The university will also be taking part in a May 2014 event, funded by the AACU’s “Bringing Theory to Practice” grant, titled “Rewarding New Forms of Scholarship: Creating Academic Cultures That Support Community-Engaged Scholarship” (see C:12).

7. Institution-wide definition of scholarly work

Since its creation in 2011, OCP has provided leadership regarding institutional definitions of key concepts and terms related to community engagement across the university. The scholarship of community-engaged teaching, learning, and research falls within the university definitions mentioned in B:1a. Prior to the existence of OCP, the university did not have campus-wide definitions in place, and the 2009–2010 Working Group on Civic Engagement recommended the need to have “conceptual clarity of institutional engagement” that is endorsed by the chancellor. The director of OCP was responsible for creating these definitions and sharing them with the provost and chancellor for approval. OCP’s approach to establishing these definitions was to co-create them with the Office of the Provost based on research and other national models and with input university-wide from faculty, staff, and community partners.

Of particular note is that these definitions are actually termed “descriptions” and serve the primary purpose of guiding faculty and staff with understanding if and how they fit into the spectrum of community-serving and community-engaged activities. OCP promotes an inclusive philosophy and refrains from a “one size fits all” approach in order to value the role all community-engaged activities play in university efforts. By creating an inclusive atmosphere, it builds a foundation from which it is able to work individually with faculty and staff to deepen their conceptual understanding of terms and enhance their existing and future activities.

Again, the definitions can be viewed at www.umb.edu/ocp/connections and www.umb.edu/ocp/connections/activity_descriptions. There is also a downloadable PDF file that is regularly used as a reference for university surveys, professional development programs like CESI, and during new faculty orientation. Examples of how these definitions have been put into practice can also be seen on the university’s website describing our Public Service Grant as well as through the university library’s adoption in ScholarWorks.

The Public Service Grant website (see: www.umb.edu/research/info_for_faculty_staff/research_funding_sources/internal_funding_progr_ams/public_service_grant_program? noss1) states: “As a public urban research university, one way, and possibly the best way, to foster outstanding public and community service is through
community-based research and engaged scholarship. It is expected that community-based research and engaged scholarship will lead to commonly recognized scholarly outcomes. Publicly engaged scholarship involves collaborative, reciprocal partnerships that couple university knowledge and resources with those of the public and private sectors to sharpen and enrich research to increase public knowledge and better inform community service. The purpose of this grant is to build the capacity of the university faculty and other researchers to engage in authentic collaborative research partnerships for public benefit and to provide incentives that foster and stimulate the conduct of community-engaged scholarship and community-based participatory research.”

Faculty see the following question when submitting a new article or document to the ScholarWorks website (see: http://scholarworks.umb.edu/): “Does this teaching, research, or service activity address an identified community need and/or directly connect with communities?” This enables university faculty and staff to add a “community-engaged” identifier to their work, which helps individuals connect with the document when anyone is conducting a web search for resources.

8. **Institutional level policies for promotion/tenure**

The Board of Trustees adopted the university’s formal Academic Personnel Policy in 1976, and the currently in force 2006 Faculty Handbook draws on this policy. The text of the policy is intentionally very broad and inclusive in an attempt to remain applicable over time, especially as innovations in philosophy, technology, and knowledge are made across all five campuses within the UMass System. Section 4.1 of the handbook states that “high professional standards must be the basis for all personnel decisions. Personnel recommendations and decisions shall be made only after a review of all of the qualifications and all of the contributions of the individual in the areas of teaching; of research, creative or professional activity; and of service. All three areas must be considered, but the relative weight to be given to each may be determined in the light of the duties of the faculty member.”

Given the expectation that individual candidates present all materials that they believe will be essential to an adequate consideration, less traditional forms of teaching, scholarship, and service are embraced. In practice, faculty using community-engaged practices are encouraged to present the contributions and impacts resulting from said engagement. For appointments to the ranks of associate professor and professor, candidates must additionally document a “record of achievement sufficient to have gained recognition on and off campus from scholars or professionals in his or her field.” In practice, recognition of achievements that occur in community contexts by practitioners and teachers contribute to this expectation. Finally, a condition of employment for all members of the faculty is to adequately fulfill the roles of teaching, research, and service to the university, including external service. While “adequacy” is left to interpretation, thoughtful and well-aligned integration of faculty roles has typically been highly regarded and valued positively in promotion and tenure cases.

9.a. **Community-engaged teaching and learning**

The Faculty Handbook specifies that the basic file for submission for promotion must reflect “evaluations of teaching effectiveness.” As noted in the university’s AQUAD guidelines, “[T]he teaching/learning environment should be accessible to all students” and “should include a variety of instructional methodologies.” The first major goal of the university’s current strategic plan is to “advance student success and development.” The report states that one approach to
addressing this goal is “to increase opportunities to extend learning and engagement (undergraduate research, study abroad, service-learning, civic engagement, co- and extra-curricular activities).” These examples highlight that the interpretation of written policies reflect the university’s commitment to innovative teaching approaches that have a high impact on student learning and development.

As previously mentioned, the CESI program (see C:4) requires department chairs to submit a letter of support and commit to engaging in select sessions. To date, 3 cohorts and introductory courses have engaged 7 colleges, schools, and free-standing academic programs and 19 unique departments. Only one college of those teaching undergraduates has not yet participated (CESI is exclusively for undergraduate courses). This reflects a strong commitment to community-engaged teaching and learning, one that is embedded in the institution’s culture across disciplines.

The following statements are taken from a sampling of department chair support letters. They demonstrate support for individual course redesign, but also show broader commitment to engaged approaches to teaching across entire curricula.

1) CESI and the proposed course redesign are “strategically aligned with the mission of the School for the Environment and University and will build and strengthen our community engagement and development of environmental problem solvers.”

2) “In Biology our ‘brand’ has been to provide hands-on skills...[this proposal] creates interactions and partnerships with the community and engages students in efforts to solve real problems in marine and coastal ecosystems...The Biology Department will work with [this professor] to bring more of his ideas into the curriculum.”

3) “The redesigned course reflects our departmental vision of helping students connect the theoretical with the practical...students in this course are not learning about the community, rather they are learning from...”

4) “The redesigning of [this course] to include service-learning is fully supported, as evidenced by our recent AQUAD review” through which we identified a departmental goal “to include more service-learning in our curriculum.”

5) The proposal has “the full commitment of the English department, which is eager to integrate community outreach programming into its curriculum.” The redesign of this course offers “the perfect opportunity to experiment with, expand, assess, and formalize our civic engagement coursework... I strongly affirm that the English department will work...to make sure that she has all the institutional support she needs to make her project a success...[this project will] build upon a strength recognized in our most recent AQUAD review. Our 2011 AQUAD reviewers praised our community outreach programming, labeling it a ‘key strength.’”

Finally, the annual UMass Boston University Teaching, Learning, and Technology Conference has created a new faculty award for innovative community/civic engagement teaching, which it will be presenting in May 2014.

9.b. Community-engaged scholarship

The Faculty Handbook describes scholarly work as “scholarly, creative and professional activity adequate, as a minimum, for continuing updating of course content and other instructional and
professional activities so as to reflect current developments in the faculty member’s academic field.”

Section three of the “Annual Faculty Report” covers scholarly work and is broken into three subsections based on research, creative, and professional activities. Community engagement is encouraged as a research activity in the research subsection if the work has been published in traditional settings, such as in journals, books, textbooks, and conference proceedings; or it can be captured under the professional activity subsection, which allows for a more exhaustive list of activities.

As a sign of the university’s increased movement toward integrating faculty roles, the Public Service Grant Program (an internal funding source) underwent a change to its criteria and review process in 2013. In previous years, funded projects ranged in scope, though they were typically perceived as service activities that contributed to the university and/or the external community. In 2013, the provost requested that an existing working group (explained in C:12) analyze the funding program and adjust the criteria so that the funds intentionally supported community-engaged scholarly work of faculty. The updated criteria included the text that explicitly recognizes collaborative and reciprocal publicly engaged scholarship, which is quoted in the response to question C:7.

The college- and department-level support of CESI (see C:4, C:9a) reflects institutional support for tuning community-engaged activities that fall under the teaching and service roles into scholarly works. After implementation of the redesigned course, the third semester is focused exclusively on supporting faculty with writing and publishing on their experiences. Resulting publications are expected and encouraged to be included in the basic file for promotion, an element of the program that has strong institutional support, as evidenced by the financial and written endorsements on behalf of the provost and department chairs.

Finally, the annual Chancellor’s Award for Distinguished Scholarship rewards a faculty member for scholarly work that exhibits excellence as indicated through peer recognition of its import and impact. “A candidate should have demonstrated an ability to engage others in his or her work,” such as students, residents, and community organizations. Since 2010, more than half of the award recipients in the categories of teaching and scholarship have been faculty-recognized for their community-engaged activities.

9.c. Community-engaged service

The Faculty Handbook outlines four primary faculty roles: teaching, research, service to the university, and external service as described by “participation in extension work, continuing education, and other professional outreach service.” In practice, community-engaged service has been recognized and rewarded when the faculty member is able to articulate how their own expertise and involvement has contributed to positive community impact, as well as impact on one’s discipline and the university. The inclusion of “other professional outreach service” in the description is intentionally nonspecific in order to appreciate and value the vast array of activities that fall under service. The university policies also value input from the external community, requesting that two of the three required letters of reference come from sources outside of the entire university system. More recently, a document titled “Clarifications” (of the Faculty Handbook) emphasizes the need for several considerations historically overlooked, including external letters that concern public-service activities with emphasis on documented contributions of this service.
Section Four of the “Annual Faculty Report” asks faculty to document “service to the profession or discipline,” which includes “Professionally Related Outreach Service to the Public beyond the University,” and “Other Service Activities or Accomplishments Not Adequately Covered in Any of the Previous Sections.”

Annually, the university’s Chancellor’s Award for Distinguished Service rewards a faculty member based on the candidate’s service contributions during the period of his or her association with UMass Boston. The service activities should have made demonstrable, substantial, and long-lasting contributions to the university, to the community, and/or to the candidate’s discipline or profession. Based on a scan of recent past recipients, it is clear that faculty members recognized for “distinguished service” are also regularly integrating these service activities into community-engaged forms of teaching and scholarship. For instance, the 2013 recipient not only serves on the board of the Nisei Student Relocation Commemorative Fund, but integrates a service component for students through the honors class he teaches on the Japanese internment. The 2011 recipient was recognized for his extensive service to the Asian American communities in Greater Boston. Nearly every course in the recipient’s program integrates community-engaged teaching, research, and service through partnerships with local Asian American community organizations.

10. College/department level policies for promotion/tenure

During fall 2013, the “Academic Programs and Carnegie Community Engagement Survey” was distributed to every dean, department chair, and program director across the university. The units listed below represent those that responded affirmatively to the question, “Are there unit level policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If so, please describe and provide text from any unit/program level documents or a policy document that illustrates this practice.”

College of Education and Human Development (CEHD)
  Counseling and School Psychology, articulated, college-wide
  Leadership in Education, articulated, college-wide
  Curriculum and Instruction, articulated, college-wide

College Liberal Arts (CLA)
  American Studies, indicated tied to department mission
  Anthropology, indicated tied to department mission
  Applied Linguistics, indicated tied to department mission
  Art, indicated tied to department mission
  Economics, indicated tied to department mission
  Latin American and Iberian Studies, indicated tied to department mission
  Political Science, indicated tied to department mission
  Women’s & Gender Studies, indicated tied to department mission

College of Management (CM)
  Accounting and Finance, indicated tied to college mission
  Management and Marketing, indicated tied to college mission
  Management Science and Information Systems, indicated tied to college mission

College of Nursing and Health Sciences (CNHS)
  Exercise and Health Sciences, indicated tied to college mission
  Nursing, indicated tied to college mission

College of Public and Community Service (CPCS)
  Community Studies/Online, indicated tied to college mission, all departments
  Gerontology, indicated tied to college mission, all departments
Human Services, indicated tied to college mission, all departments
Labor Studies, indicated tied to college mission, all departments
College of Science and Mathematics (CSM)
    Biology, indicated supported at the department level
School for the Environment (SFE), indicated tied to school mission, school-wide

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

87.5% of applicable colleges and schools (see explanation below)
56.41% of applicable departments

The university has a total of 11 colleges and schools: the College of Advancing and Professional Studies (CAPS), CEHD, CLA, CM, CNHS, CPCS, CSM, the Honors College (HC), McCormack Graduate School of Policy and Global Studies (MGS), School for Global Inclusion and Social Development (SGISD), and SFE. However, the SGISD is still under development and was not included in our campus self-study. Further, CAPS and HC historically leveraged the faculty of other colleges and have just begun developing tenure-track faculty positions and policies. This leaves eight colleges and schools with policies in place.

Only CEHD has written policies articulating how faculty scholarly work using community-engaged approaches and methods is rewarded. However, as mentioned elsewhere, scholarly work using engaged principles and methods is integral to the founding principles of the university and to the work of all of its colleges and schools, which is quite evident in our responses to other questions here (e.g., our response to “Impact on Faculty” in C:3.e.).

CEHD’s guidelines define community engagement as a strong component of faculty roles, and necessary expertise in order for faculty to train students in the college’s social justice mission. The guidelines recognize that scholarship takes many forms, and the various examples are inclusive of community engagement, such as: “direct community organizing,” “presentations to schools, organizations, and institutions that enhance the profession,” and “developing and implementing partnerships with schools, school districts, and agencies” in service; and “development of a comprehensive curriculum guide or educational plan for a school,” “presentation of a scholarly speech or public testimony to governmental policy makers,” and “completion of a major project which contributes to the practice of education or counseling” under scholarship.

CEHD’s guidelines provide written clarity regarding the criteria for evaluating service and scholarship. For service, the level of professional expertise and the effectiveness and significance/impact on the institution, unit, profession, and/or community should be accounted for. For applied scholarship “conducted within and applicable to specific school, agency, or community contexts,” six elements for consideration are: intentionality, informed choice, reflection in action, inference, dissemination, and assessment of impact.

CSM does not have college-level policies in place, but it has recently welcomed faculty to document engaged activities for promotion and tenure. At least two departments value community engagement activities as a critical component of a faculty portfolio during all promotion discussions. One CSM department reported a “growing awareness of the need to reward community-engaged efforts on the part of faculty,” an observation that stemmed from the leadership of a deeply engaged professor there. This professor has run faculty development sessions for the college in which he emphasized how best to include documentation supporting
these activities in tenure/promotion packages.

Among CLA departments, Women’s and Gender Studies states that “community engagement is rewarded in practice, and the field’s historical connections to social change prompt those in the department to naturally identify as ‘scholaractivists.’”

11. Professional development for reviewing candidates’ dossiers

Several units at the university have taken leadership in ensuring that administrators, including deans, chairs, and provost staff responsible for reviewing candidates’ dossiers, have a solid understanding of how community-engaged scholarship positively contributes to the university’s priority areas. OFD, OCP, and the Office of the University Librarian have been key in organizing this professional development.

In addition to the DPC and CPC trainings mentioned (C:4), CESI’s third phase of activity focuses exclusively on writing with the end goal of publishing scholarly articles about transforming curriculum to serve community engagement goals. CESI requires the department chair of each participating professor to write a letter of support and regularly attend workshops in order for faculty members to be accepted into the program. In only three semesters, CESI has engaged 19 department chairs, half the university total. Chairs also attend presentations to gain an in-depth understanding of new approaches incorporated into courses. Presentation topics have included student roles as researchers with community organizations; best practices of university–community partnerships; mechanisms for assessing student and community impact; how to intentionally integrate core faculty roles (teaching, research, and service) in community-engaged settings; and specific examples of how faculty are turning the CESI experience into scholarship.

OCP’s director annually presents to the Academic Council to review definitions and provide examples of community-engaged activities. These presentations further build awareness of how engaged activities directly contribute to the university, such as through student retention and success, and faculty scholarship. OCP also meets annually with each dean and nearly all chairs individually. By providing a detailed review of activities engaged in by faculty within each unit, these sessions illustrate important impact data and outcomes resulting from engagement. Further, each of these consultations is tailored to the individual dean or chair in order to advance their capacity for evaluating community engagement.

Since 2012, two new annual events have been created to provide professional development and expand awareness of community-engaged approaches. First, the annual day-long Community-Engaged Partnerships Symposium offers several workshops. Past sessions have included: assessment practices for documenting university and community impact; how early-career faculty have leveraged partnership activities to contribute to research agendas and the co-creation of knowledge; and the methodologies of community-based participatory action research. Both the 2012 and the 2013 symposiums offered plenary sessions addressing community engagement, perceptions and practices, and how it is valued at UMass Boston, to promote public, transparent conversations about the university’s potential to advance community-engaged scholarship. Tenure and tenure-track professors, the provost, and the vice provost for research and dean of graduate studies led these sessions.

The annual Faculty Research Celebration, led by the chancellor and the Friends of the Library each April, shifted its focus in 2012 to exclusively explore community-engaged scholarship. Faculty members across diverse disciplines present on engaged approaches that have been
integrated into faculty roles, with a primary emphasis on the impact community partnerships and engaged activities have had on scholarship. This event shows meaningful institutional support and enhances the capacity of faculty and leadership to evaluate these approaches.

12. Work in progress to revise guidelines

It is not anticipated that the university will revise promotion and tenure policies to specifically reward faculty scholarly work using community-engaged approaches and methods. Any changes to system-wide policies require approval by the university trustees, administration, and faculty at each of the system’s five campuses, and four separate faculty unions. The last changes to these policies were in 1976. The guidelines currently in place are general enough to embrace and support all forms of scholarship, as faculty seem to recognize (see faculty survey results cited in C:6). Nor does it appear that current practice and outcomes negatively impact faculty involved in community-engaged approaches (see response to C:3.e).

However, the university strives to provide better guidance, training, and support on the tenure and promotion process, as mentioned in C:6, through efforts of OFD and OCP guided by the Provost’s Office. As noted, the university’s progression from a widely diffused culture of engagement toward more institutionalized structures and policies facilitating community engagement have often been the direct result of working groups initiated by the provost and chancellor. Past working group recommendations led directly to the creation of the Office of Community Partnerships and Office for Faculty Development, both of which have been critical forces in advancing faculty engagement with community.

In fall 2012, the provost assembled the Working Group for an Urban Research-Based Action Initiative. The group was charged with “advising the provost and the university’s research leadership team on effective ways for supporting, evaluating and rewarding community-based research and engaged scholarship.” The working group has embraced a process-oriented approach to assessing needs through inclusive dialogues with the campus community. At the 2013 Community-Engaged Partnerships Symposium, multiple sessions were held to engage various stakeholders, including leadership, faculty across colleges, and graduate students. As of March 2014, the working group was nearing submittal of a written report to the provost. This report will issue recommendations specifically related to promotion, tenure, and other recognition and award opportunities that would further support the formalization of the university’s existing culture of engaged teaching, research, and service.

Additionally, as mentioned above, the university will be taking part in a May 2014 event funded by the AAC&U’s Bringing Theory to Practice grant titled “Rewarding New Forms of Scholarship: Creating Academic Cultures That Support Community-Engaged Scholarship.” Hosted by the New England Resource Center for Higher Education (NERCHE) and Boston Urban Research-Based Action Network, the “purpose of this seminar is to examine a wide range of faculty rewards (including promotion criteria, awards, faculty development support, and policies at various levels) that provide incentives and rewards for faculty to undertake community-engaged scholarship.” Finally, the UMass system-wide office has also recently begun convening all of its campuses in order to provide support for applying for this Carnegie classification and to continue meeting to share best practices among the campuses.

We anticipate that the outcomes of both these efforts will complement existing plans by OFD and OCP to expand institutionalized supports for faculty, staff, and graduate student community-engaged activities.
Student Roles and Recognition

13. Depth of student involvement

Since 2006, we have leveraged the strengths of our students to greatly enhance community engagement. Our students include both those taking classes for credit and those enrolled in non-credit-bearing coursework and professional development. Students are involved in direct and indirect community engagement activities and also serve as leaders in advancing overall university efforts as colleagues in student-elected positions, as community members or leaders facilitating community-based research, or in advisory or working committees appointed by the provost and chancellor. We are a public, urban, 100% commuter university, and our students are also usually our neighbors.

We have 13 student organizations with community engagement missions (www.umb.edu/life_on_campus/student_involvement/activities/clubs), including our alternative break group Beacons Voyages for Service, Beacons for Social Justice Club, and Habitat for Humanity Collegiate Chapter, as well as chapters of Strong Women/Strong Girls, Student Philanthropy, and the Alumni Council—all intergenerational leadership-development organizations positioning students in leadership roles with community members, often alumni and working professionals, to engage in community service, especially with youth.

Other unique student groups include the Digital Crisis Response Center, which gathers social media (Twitter, Facebook etc.) as well as SMS Text, email, and news reports to support disaster-response teams and governments to provide lifesaving assistance worldwide. With our highly diverse student population, wherein 90+ languages are spoken, this club can organize volunteers with direct experiences in regions affected by natural and man-made disasters. The club is part of an international network of volunteers that have gained respect from the UN and international aid organizations.

Our student-athletes continue to play leadership roles in a variety of community engagement activities (page six of http://static.psbin.com/w/9/qcp1eyy77ii135/14.260_Beacons_and_Beyond_v6_012114.pdf), and we have numerous leadership opportunities spearheaded by research centers where community-based participatory research is key. These include the Latino Leadership Opportunity Program (www.umb.edu/gastoninstitute/student_programs/llop), Health Equity Scholars Program (www.umb.edu/gastoninstitute/student_programs), the Center for Women in Politics and Public Policy Women’s Pipeline for Change fellowship (www.umb.edu/cwppp/pipeline), and the archaeological field course on the Eastern Pequot reservation (www.umb.edu/academics/caps/summer_programs/field_study/pequot). These programs (see Curricular Engagement question 5) engage all types of students—credit and non-credit, undergraduate and graduate.

Students are leaders in advancing the university’s overall community engagement, by serving on advisory committees for research centers and institutes; on the URBAN Research Network and provost-appointed working group to advance community-engaged scholarship; and on many high-priority community partnerships. The Student Government vice president is on the advisory board of the Edward M. Kennedy Institute, “dedicated to educating the public about our government, invigorating public discourse, encouraging participatory democracy, and inspiring the next generation of citizens and leaders to engage in the public square” (http://emkinstitute.org/).
Finally, the university offers recognition for community-engaged students, including 15 awards offered by OSLCE and Student Activities (http://www.umb.edu/life_on_campus/student_involvement/oslce/students/beacon_awards). The highest UMass Boston student honor is the John F. Kennedy Award (www.umb.edu/commencement/speakers_honorary_degrees/history_of_the_jfk_award), since 1977 the premier award for a graduating senior. The recipient addresses commencement in the name of all graduates, in the manner of a traditional valedictorian, except in this case the winner has to have a record of distinguished public service, as well as academic achievement.

**Supplemental Documentation**

**14. Student transcripts**

The university does not list involvement in community activities on student transcripts, just as it does not list honors, dean’s list, or other academic information there. Transcripts are confined to courses taken each term, grades received, overall grade point average, and student major. We believe that the transcript should be “minimalist,” and we encourage students to develop a résumé that reflects the total range of their academic interests and accomplishments, including their engagement with the community. However, community engagement connected with diversity and inclusion work for students and faculty is embedded university-wide. For example, UMass Boston is one of eight educational institutions awarded a five-year federal Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant by the U.S. Department of Education in 2010. The Asian American Student Success Program seeks to integrate the educational, cultural, and linguistic expertise of faculty, staff, students, families, and local communities to build, assess, and sustain an ongoing holistic program that effectively supports the college access and persistence of Asian American students (http://www.umb.edu/academics/vpass/aassp).

**15. Connection to diversity/inclusion work**

Diversity is one of seven areas that comprise the General Education requirement of every undergraduate student and is often a critical part of graduate education. Each college determines how its students fulfill the diversity requirement in a manner consistent with its mission and its curriculum. Community-engaged and-based activities often serve as the best way for students to explore topics related to diversity, as is evident in the following examples:

For the past seven years, Camp Shriver at UMass Boston has welcomed more than 700 children, half with and half without intellectual and developmental disabilities, ages 8–12, from low-income families in the Boston area, to a free inclusive summer sports camp. About 12 undergraduate interns are selected to participate in the 2013 summer learning lab to gain hands-on experience working with children with and without disabilities and to learn more about child development and developmental disabilities from psychological, sociological, educational, and recreational perspectives. The university offers a reduced tuition for the course to make it more accessible for our students, which was less than half of the normal cost (see http://www.csde.umb.edu/shrv_learninglab.html for more).

USAID awarded the Center for Peace, Democracy, and Development (CPDD) a five-year, $5 million grant to work with the Interfaith Mediation Centre (IMC), a religious grassroots organization that promotes peace among Nigerian political, social, and religious groups. Graduate students traveled to Nigeria to collect data, evaluate, and support IMC’s efforts and
have worked on similar peace- and democracy-building projects in West Africa, China, the Middle East, and Latin America. CPDD also has worked to bridge divides locally. The center is working to improve communication between law enforcement and the region’s Muslim and Sikh communities; form an intra-Somali dialogue in Boston; and, along with UMass Boston’s Trotter Institute for the Study of Black History and Culture, set up a dialogue process with the Boston Busing/Desegregation Project aimed at trying to heal some of the scars left from that tumultuous era in Boston (see http://issuu.com/www.crhsigg.umb.edu/docs/14.188_crhsigg_dept._brochure_v9_fin for more).

16. Connection to student retention/success

Community engagement is connected to efforts at promoting student success. Community engagement and service-learning experiences are recognized on the campus as part of a set of learning approaches identified as “high-impact practices” that have been shown to have a pronounced effect on the experiences of underserved students. There is a concerted effort on the part of the university to expand opportunities for undergraduates to have community engagement experiences with the expectation that it will improve performance (see www.umb.edu/editor_uploads/images/university/Graduation%20Rates%20Workgroup%20Report.pdf). Efforts in this regard include the following:

The aforementioned Civic Engagement Scholars Initiative (CESI) is intended to strengthen the university’s ability to cultivate in undergraduates a lifelong commitment to civic engagement in their public and professional lives. Examples of new courses include the following: The Department of Women’s and Gender Studies created a Research Seminar in Women’s Studies. This interactive, research-based course focuses on methodologies and their execution in health literacy education centers for women. The Chemistry Department created a freshman seminar named “This Is Your Brain on Civically-Engaged Chemistry.” The course focuses on an introduction to chemistry and writing, as well as the use and importance of chemistry in society through the help of the project partners, a local elementary and middle school. University students introduced basic chemistry concepts to eighth-grade public school children through a series of short plays. The eighth-graders then performed the plays for elementary school kids with a goal of exciting youth about chemistry. The Exercise and Health Sciences Department redesigned a course in pediatric exercise so students could use hands-on training and research with adolescents, and address national health policies as well as the basics of nutrition and activity in youth.

Each CESI course is being evaluated to gauge its impact on civic learning and skills. Part of the program’s overall evaluation includes faculty teaching two sections of the same course for the next few years, one that has a community-engaged component and one that does not, in order to gauge any potential impact on student success. See http://blogs.umb.edu/cesi/ for more examples and assessment tools used to gauge learning outcomes and skills.

The Office of Student Leadership and Community Engagement offers a variety of leadership training and development opportunities through connecting students with community organizations and partners. The goal is to create effective civic leaders in the classroom, on campus, in the community, and beyond. Through involvement with OSLCE programs, students build interpersonal competence and examine humanitarianism as well as civic engagement. All of this supports and reinforces achievement in the classroom. See http://www.umb.edu/life_on_campus/student_involvement/oslce/students for more.

Finally, the Beacon Student Success Fellowship is an endowment established to provide seed
money for small grants for students to set up experiential learning opportunities. This program will support many community-engaged experiences that may, in fact, be structured to engender paid internship opportunities at local community-based organizations. An important part of this program is the intention to follow students after completion to measure the program’s impact on student learning, persistence, and success.
II. Categories of Community Engagement

A. Curricular Engagement

Curricular engagement describes the teaching, learning, and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

1. Institution-wide definition of service-learning (SL)

1.a. Changes since 2006

Our 2006 definition was an operational definition produced by the Office of ServiceLearning and Community Outreach (OSLCO) in the Division of Student Affairs. While it had widespread support by those throughout campus who worked closely with the office, the definition was not something endorsed by the Office of the Provost and Vice Chancellor for Academic Affairs. The biggest change since the reclassification is that the university now has an operational and universal definition that has been established with feedback from the provost, assistant provosts, deans, faculty, and staff. We employ this definition at the university level and define service-learning as part of a broader umbrella of community-engaged activities.

We identify a range of activities that can be community-engaged in order to identify a diverse continuum of collaborations where we are stakeholders. Our new definition is rooted in the concept of reciprocity, with equal emphasis on contributions from all stakeholders. We thus emphasize partnership with communities rather than service for or to a community simply to meet academic pursuits.

Our chancellor formed a 2009 university-wide Working Group on Civic Engagement to develop a plan for advancing community engagement as a core value of the university. The group defined civic engagement as “purposeful, deliberative interaction with the non-university world in at least four spheres: (1) setting universities’ aims, purposes, and priorities to more effectively fulfill the university’s academic and civic missions; (2) relating teaching and learning to the wider world to produce more engaged learning and to teach more effectively to a diversity of learners, improving the retention and success of all students; (3) the generation of new knowledge that requires back-and-forth dialogue between researchers and practitioners; and (4) taking on wider responsibilities as neighbors and citizens in the local, regional, national and global community that creates mutually beneficial impact for the community and university.” Action goals included: “deepen student learning; increase the retention and success of UMB students; prepare students for lives as global citizens in a diverse democracy; more effectively partner with local, regional, national, and global communities in a context of reciprocity; solidify the identity of the campus as an engaged institution; and position the campus for leadership nationally and internationally as a civically engaged public research university.”

The university’s current definition of academically-based community-engaged courses, which service-learning falls under, specifies: “Community-engaged teaching and learning can include credit- or non-credit-bearing academic programs or learning activities conducted for public understanding,” including “service-learning, a method of instruction that enhances academic learning, meets or addresses a community need, and fosters civic learning and responsibility by connecting curriculum with community service in a real-world setting. Activities are usually
semester based but can range from one-time activities to year-long projects.” Community-engaged teaching also includes internships, practicums, community federal work-study “if learning outcomes have been developed and are assessed as a part of a community-engaged experience,” and “the sharing of academic resources.” Please see http://www.umb.edu/ocp/connections/activity_descriptions for complete definitions.

1.b. Identification/approval of SL courses

The university does not have a process for approving courses with a service-learning component that is different from any other course approval. However, the OCP process for data collection and organization described above includes the identification and organization of all academically-based community-engaged courses. This differs from the former OSLCO and Community Relations approach detailed in our 2006 proposal in that today OCP is solely responsible for gathering and ensuring the use and dissemination of this information to enhance collective efforts. This translates into not simply cataloging activities, as was reported in 2006, but forging intentional connections to other university and community-based efforts in order to promote more holistic and deeper collaborations across the university, and outward with partners.

Beginning in April 2014, a newly formed university-wide advisory work group will be tasked with guiding the further integration of UMass Boston partnership activities into fulfillment of university goals. Particular attention will focus on ensuring our students are connected to and benefiting from the university’s wide range of community-engaged collaborations. When possible, this will include the retooling of courses to offer more service-learning and other community-engaged teaching and learning activities. It will also involve the alignment of activities in an attempt to have a greater collective community impact, promote transdisciplinary collaborations, and develop a spectrum of opportunities for students at every phase of their academic careers. A matrix of best practices and a rubric to help with the integration of service-learning and other community-engaged teaching and learning activities into existing courses will also be developed by the newly formed advisory group.

This integration will forge connections to offices around the university to create an intentional continuum of engagement opportunities. This is being done to increase the possibility of enhancing the academic experiences of all students through high-impact engaged learning while also making community-engaged activities more accessible to students who historically could not participate in the more common forms of engagement activities. OCP will be using its relational database to identify opportunities to bring together synergistic community-based organizations and activities. This will include working with existing community-based and academic organizations as well as establishing new connections.

The Office of Student Leadership and Community Engagement will assist in making co-curricular connections, Enrollment Management will support community-based federal work-study, and Career Services and Internships will expand community-based internships. The Office of Research and Sponsored Programs and University Advancement will use this information to help identify funding opportunities to support all types of community-engaged and-serving activities, and Community Relations will continue meeting with community stakeholders in order to identify opportunities for collaboration. Community Relations, the Office of Communications, University Librarian, University Advancement, Vice Chancellor for Government Relations and Public Affairs, Office of the Provost, and Office of the Chancellor all will play roles in communicating community-engaged activities to the public and the university community, especially as we head into the 50th anniversary of our founding during 2014.
2. Table: Distribution of S-L courses

<table>
<thead>
<tr>
<th>Number of service-learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>254 courses, 780 sections</td>
<td>(225 offered 2006)</td>
<td>12%</td>
<td>13% increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of departments represented by service-learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 of 39</td>
<td>(27 depts; 51% in 2006)</td>
<td>72%</td>
<td>4 increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of faculty who taught service-learning courses</th>
<th>Change in number of faculty since the last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>231 of 1173</td>
<td>(85 faculty, 19.1%)</td>
<td>20%</td>
<td>172% increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students participating in service-learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>10702 of 15741</td>
<td>(2485, 20.87%)</td>
<td>68%</td>
<td>431% increase</td>
</tr>
</tbody>
</table>

3. Table Explanation: how data is gathered and used

In addition to surveys and follow-up interviews, OCP worked with the university’s registrar to get course-level data for this question. This included generating a report of all courses with specific terms and root words related to community engagement (community, service, civic, engagement, partnerships, volunteer, outreach, etc.) in course descriptions. A content analysis identified potentially relevant courses and additional research identified if courses fit the university’s definition of service-learning. It should be noted that the data is based on all graduate and undergraduate students, since many courses may be cross-listed and there is no way to separate the data. Also, our student numbers are tied to course enrollments and do not represent unduplicated headcounts if students enrolled in multiple community-engaged courses during the academic year.

OCP’s advisory work group will streamline tracking systems to increase efficiency in data-gathering operations, make better use of existing data, and pursue national recognition and new funding opportunities. OCP is working with OSLCE to identify opportunities for making co-curricular connections to existing service-learning classes. The aim is to build deeper relationships through greater continuity of engagement with community partners, provide on-campus support for student involvement, and mitigate the drop-off in service experienced by community partners when course-based service-learning ends. This will better leverage faculty, student, and staff expertise to promote cocurricular teaching and learning.
Similarly, OCP works with Career Services and Internships and the Financial Aid Office to better organize and strengthen support for faculty by developing and strengthening learning outcomes for community-engaged activities drawn from CESI. OCP is also identifying service-learning activities that have K–12 connections to ensure Enrollment Management supports these efforts through precollegiate programming. The university is also considering moving to a 4-credit-hour model for some classes and majors. OCP is working with colleges and departments to help retool these courses to include intensive, academically rigorous service-learning experiences that will justify the additional credit hour earned.

In addition, OCP works closely with numerous divisions and departments to promote courses as illustrations of the university’s commitment to its urban mission, student success, and higher education leadership as a community-engaged campus. Divisions and departments include: Communications; Community Relations; the Honors College and the other ten colleges and schools; Office of Research and Sponsored Programs; Office of International and Transnational Affairs; Office of Faculty Development; Academic Support and Student Services; the University Library; Chancellor’s Office; Enrollment Management; and Alumni Affairs and the Board of Visitors.

We currently use the data to promote community engagement though various media, promotional materials, and recognition programs. This includes the Corporation for National and Community Service’s honor roll; the Washington Center’s Awards; Campus Compact membership survey; and various surveys by the Coalition of Urban and Metropolitan Universities, Association of Public and Land-Grant Universities, and Coalition of Urban Serving Universities. The 2013 appointment of a new vice chancellor for GRPA, with a lifelong commitment to public and community service, also signals that as we celebrate our 50th year, we continue to honor our founding mission and purposes.

4. Institutional learning outcomes

UMass Boston does not have institutional learning outcomes for students’ curricular engagement with community. However, outcomes are in the process of development through several concurrent activities at the state, university system, and campus levels.

The state Higher Education Department is now developing learning outcomes through the Commonwealth’s Vision Project, resulting in recognition by the Association of American Colleges and Universities of Massachusetts as a LEAP state (www.aacu.org/press_room/press_releases/2012/leapmassachusetts.cfm). This initiative is dedicated to producing “the best-educated citizenry and workforce in the nation” (www.mass.edu/visionproject/vision.asp). Key outcomes identified to track progress in achieving this goal include: aligning occupationally oriented degree and certificate programs with the needs of statewide, regional, and local employers; providing students with the knowledge, skills, and dispositions to be active, informed citizens; closing achievement gaps among students from different ethnic, racial, gender, and income groups in all areas of educational progress; conducting research that drives economic development."

The Vision Project funds three UMass Boston initiatives. Two focus on student learning outcomes for community-engaged teaching and learning. The first specifically aims to increase student success through improved retention and graduation rates. The Vision Project’s “Advancing a Massachusetts Culture of Assessment” initiative supports efforts “to increase student engagement and success activities; identify and support teaching and learning that
promotes retention; and expand and enhance service-learning, civic engagement, co-curricular programming, and other community-building activities.” We have a new student success tracking system to help achieve these goals and made additional 2013–2014 investments in the Division of Academic and Student Support Services, OSLCE, OFD, and OCP to build infrastructure to facilitate the effort.

The second project, the Civic Engagement Scholars Initiative (CESI), aids the overall Vision Project in developing civic learning outcomes for a wide range of disciplines and educational settings. Our first fall 2013 cohort of CESI faculty developed and piloted civic learning outcomes. A second cohort will test them and a third will be trained to use them this term. The outcomes identified are intended to gauge the efficacy of the CESI program to advance both disciplinary and general civic knowledge and the necessary “knowledge, skills and dispositions to be active, informed citizens.” The project is developing student curricular engagement learning outcomes for UMass Boston, but also serves as a model for the Massachusetts higher education system overall.

A number of UMass Boston faculty and staff have been active in helping Massachusetts develop civic learning outcomes through service on a work group formed by the state Department of Higher Education and a “Special Commission on Civic Engagement and Learning.” At the UMass system level, President Caret is working with university leadership to develop and implement a new assessment system that includes the goals of “student success,” “workforce educated and engaged citizenry,” and “social well-being,” all aligned with the UMass system’s mission and the university’s 10 trustee-approved strategic priorities.

Finally, as in 2006, we continue to have many college-level learning outcomes defined for curricular engagement. Many are tied to certification or accreditation standards set by professional agencies at the national and regional levels.

5. Community Engagement in Curricular Activities

5.a. Student research

Since 2006, we have greatly expanded community-engaged student research opportunities. Now every college or school and the majority of all departments offer community-engaged student research opportunities. Last year, 115 courses offered 972 undergraduate and 426 graduate students opportunities to complete 15,323 community-based hours in community-engaged research projects, supported by both internal and external university funding. The university also just established an Undergraduate Research Scholars Academy and identified more than 20 interested faculty mentors, the majority of whom currently do community-engaged research.

We have vastly expanded engaged student research support. A new annual grant assists undergraduates with research expenses. The university has secured many new grants for which inclusion of student researchers is central. Examples include the U56/U54 Minority Institution/Cancer Center Partnership Grant, a collaborative with the DanaFarber/Harvard Cancer Center to address issues of cancer health disparities (www.umb.edu/u54). A central goal of the project is to improve research, training, and outreach opportunities for underrepresented minorities [URM] (www.umb.edu/u54/projects). A new $6.7 million NIH P60 grant will build on U54/U56 activities to provide even more student research opportunities. This new collaboration between UMass Medical School and UMass Boston will improve the health of socioeconomically disadvantaged and minority populations. Lastly, eight PhD students in environmental
science, environmental biology, global governance and human security, and business administration: organizations and social change will be supported annually by a $3.1 million NSF Integrative Graduate Education and Research Traineeship (IGERT) grant.

Our dedication to faculty mentoring students in community-engaged research has been recognized externally. In 2006, an external reviewer wrote about our research activities: “UMass Boston has committed itself to directly serving the needs of the Boston region. Among the university’s many direct community-service contributions are involvement in the cleanup and continued monitoring of the Boston Harbor and other area waterways, advancement of K–12 science and math learning, focus on enhancing services to those with disabilities, efforts to address health disparities in Boston, and engagement and study of the cultural and community needs of ethnic minority communities.”

Over the past two years, faculty mentorship and student involvement in community-engaged research was recognized by the Carter Center’s Beckman Award Trust for inspiring former students to make a significant contribution to society; NSF’s CAREER award for exemplifying the role of teacher-scholars in outstanding research, excellent education, and integration of education and research within the context of the school’s mission; and by the White House as “Champions of Change.” Community-engaged faculty members are advising all three of the university’s current NSF graduate research fellowship recipients, the university’s American Heart Association predoctoral fellows, and a NASA Harriet Jenkins graduate fellow. In addition, two UMass Boston students will be conducting research in Bulgaria and Kenya through the Fulbright U.S. Scholar Program. Finally, highly engaged faculty mentored three of last year’s five Chancellor’s Distinguished Doctoral and Master’s Thesis Award recipients.

UMass Boston plans to continue expanding research opportunities as a high-impact pedagogical approach (see www.umb.edu/editor_uploads/images/university/Graduation%20Rates%20Workgroup%20Report .pdf). This will be done through the university’s academic programs and its more than 50 research centers and institutes.

5.5. Student leadership courses

The university offers an even wider array of curricular and co-curricular leadership courses than it did in 2006. OSLCE created two new certificate programs. The general leadership certificate helps students “gain a better understanding of leadership, greater sense of self, and how to work with others.” The service certificate helps students “gain a better competence of how to be an effective leader in the community and learn how to create positive change.” OSLCE also directs the Domestic Leadership Exchange, designed for students to develop leadership skills through service by planning, implementing, and evaluating community participation focused on hunger and homelessness issues. OSLCE Immersion Weekends involve students in a project with area social justice organizations, political representatives, as well as area soup kitchens, food pantries, and potential homeless victims” (see www.umb.edu/life_on_campus/student_involvement/oslce/students).

Mentioned in our last classification was the CPCS certificate in Labor Leadership, which is still offered and highly community-engaged. The program fosters group learning across different unions, communities, and economic sectors (see: www.umb.edu/academics/cpcs/professional_development/labor_studies_certificate). Another highly engaged program is housed in the CEHD’s Leadership in Education Department. Leadership for change and social justice is a common core element in all three programs offered
through the department with the explicit goal of “preparing thoughtful and responsive educational leaders who can foster transformation in urban schools and higher education institutions” (see: http://www.umb.edu/academics/cehd/leadership).

UMass Boston also collaborates with educational partners to offer a number of community-engaged leadership programs. A partnership with the Harvard Kennedy School’s Center for Public Leadership Latino Leadership Initiative (LLI) engages UMass Boston and other students nationally. Program objectives are to “enhance the leadership capacity and understanding of a cadre of students committed to serving the Latino community; help participants form a strong and durable bond among themselves and with other leaders; and inspire participants to view their own possibilities for leadership and professional achievement as limitless.” LLI participants are responsible for creating personal leadership action plans and team-based community service projects designed to enrich their local communities while utilizing leadership skills (see http://www.umb.edu/life_on_campus/student_involvement/oslce/students/latino_leadership).

Another partnership is between the Women’s Pipeline for Change and UMass Boston’s Center for Women in Politics and Public Policy. This partnership facilitates a deeper understanding of what inhibits women of color from achieving greater levels of political leadership in Massachusetts. Through an innovative community-based research and fellowship approach, five community leaders who are women of color explore opportunities and challenges for women of color in political and public leadership (see http://www.umb.edu/cwppp/pipeline).

Finally, other examples include the Emerging Leaders Program (ELP), summarized in our partnership grid, as well as the Latino Leadership Opportunity Program (LLOP) offered by the Gastón Institute. LLOP offers undergraduate training in applied research and public policy analysis. Students enhance their analytical and leadership skills, learn how public policy is created, become proficient in public speaking, build strong teamwork abilities, meet with policy makers, and receive course credit for successful completion of the program (see www.umb.edu/gastoninstitute/student_programs).

5.c. Internships/co-ops

Our Office of Career Services (Division of Academic Support Services/Undergraduate Studies) works with colleges to develop and promote internships, research experiences, and other student career development opportunities (www.umb.edu/academics/vpass/career_services). In 2006 we reported a 46% growth in internship placements; the program has continued to grow, by another 52% for undergraduates and 28% overall. In AY2012–2013 Career Services placed 4,255 students into forcredit internships. Every college and 24 of 38 departments offered community-engaged internships. Of those 4,255 placements, 126 courses were offered last year through 234 sections to 1,062 undergraduate and 957 graduate students, resulting in more than 122,536 community-based hours of service.

Since 2006, we have built new infrastructure to support internships, including adopting an online career services interface in 2008, affording community-based organizations an easy way to post student opportunities. The office adopted a career specialists/college liaison model in 2008, giving more intensive support for students and community partners.

The office has created several high-priority community-engaged internships, including:

The Commonwealth Diversity Fellows Program (CDFP) was established in 2011 to offer remarkable and diverse students a semester-long internship for gaining work experience and
critical insight into the workings of the public sector. The College of Public and Community Service signed an MOU with the Commonwealth of Massachusetts to establish and implement the program, involving all eight secretariat offices. A historic undertaking, CDPF provides individuals a firsthand, high-level, intense experience with state government workings, enhancing their education and fulfilling a public service objective.

Pre-collegiate and educational support programs continued to provide many graduate and undergraduate students with meaningful work experiences: 52 in total. Two precollegiate programs—Admission Guaranteed and Project REACH—each hired two graduate assistants. The two graduate students working for Project REACH served as Boston Public Schools interns. Project REACH also hired five undergraduates as part-time tutors. Admission Guaranteed hired seven undergraduates as part-time tutors and one as a departmental assistant. Urban Scholars hired five undergraduates to work as tutors and peer advisors. Upward Bound hired four students to serve as tutors and counselors. Veterans Upward Bound hired one graduate and seven undergraduate students as program tutors and part-time office staff. Additionally, Student Support Services hired 18 students as peer tutors and mentors.

Since 2011, the Werby Internship has provided financial assistance to an advanced undergraduate or graduate student to gain professional experience in research and evaluation on poverty eradication in Massachusetts, New England, or the United States. The internship engages a student within a Center for Social Policy project (see www.umb.edu/csp).

Mentored research experiences continue to increase via the UMass Boston–Dana-Farber/Harvard Cancer Center (UMB-DF/HCC) Partnership. The partnership (first funded with a 2005 U56 grant, and later by a 2010 U54 grant) significantly expands opportunities for researchers and talented students, especially those from underrepresented backgrounds, in four broad areas of cancer investigation—basic research, clinical research, nursing research, and population science. The number of students participating in the U54 projects has increased, from six students in its first year (2010) to 31 in 2013.

**5.d. Study abroad**

Since its inception in 2008, the Office of International and Transnational Affairs (OITA) has been supporting internationalization efforts undertaken by the UMass Boston campus. It has been providing seed funding to faculty, staff, and students to pursue diverse activities related to learning, teaching, conducting research, as well as leading community projects abroad. This has enabled the university to greatly expand our global study abroad and engagement activities since the last classification (http://www.umb.edu/academics/oita).

The office has established and maintains 30 reciprocal study-abroad exchange partnerships with universities in Australia, Italy, Ireland, United Arab Emirates, China, Jamaica, Barbados, Trinidad and Tobago, Korea, Japan, Spain, France, Canada, United Kingdom, Finland, and Germany. This past year, 23 courses through 29 sections had connections to community-engaged study-abroad opportunities. Two hundred and ten undergraduate and 97 graduate students participated in these classes and completed 27,720 community-based hours. In addition, two UMass Boston students will be conducting research as part of a study-abroad program in Bulgaria and Kenya through the Fulbright U.S. Scholar Program. Finally, three of last year’s five recipients of the Chancellor’s Distinguished Doctoral Dissertation and Master’s Thesis Awards were also mentored by highly engaged faculty.
Over the past years, OITA-supported activities have engaged students and faculty to:

Work with the Toa Nafasi Project, an American NGO based in Arusha, Tanzania, that provides assessment, evaluation, referral, and curriculum modifications to support young children with disabilities who wish to participate in inclusive settings.

Study and document the development of cross-cultural competencies and the impact of class, race, gender, ethnicity, and national identity on the perceptions and experiences of undergraduate students participating in the Caribbean Summer Program in Puerto Rico and the Virgin Islands.

Establish a program of research on transnational Cuban families, and strategies for wellness, that explore challenges and resources for resilience as these families face periods of economic hardship and political transition, and mobilize strategies for surviving and thriving.

Study and address theoretical challenges of social media, social capital, and innovation in India, an emerging economy with a fledgling software industry where developing innovation capabilities has been a major challenge.

Uncover the basic features of the immunological responses of Diadema: How does strength of immune responses in Diadema compare to other Caribbean urchins that did not die off? Are there immunological differences in local populations of Diadema on St. Croix that could be related to site-specific speeds of recovery?

Explore the well-being and stressors of women and infants living in sending and receiving communities of Brazilian immigrants in Massachusetts and Vale do Rio Doce, Minas Gerais, Brazil. This effort sought to stimulate protective resources and cultural practices in the immigrant community as well as the nonmigrant local community, which is also affected by the dynamics of losses and gains of international immigration.

5.e. Other

The School for the Environment offers multiple opportunities for students to engage in hands-on community-based experiences across the environmental disciplines. These learning community programs are created to support students from all majors who seek to add depth and breadth to their program of study through focused exploration of environmental issues from the perspective of the sciences and liberal arts.

During 2012–2013, the Nantucket Semester (www.umb.edu/academics/environment/ug/nantucket) was established in collaboration with the Nantucket Conservation Foundation and ReMain Nantucket, a nonprofit that supports a year-round community in the town center. The program is based at UMass Boston’s Nantucket Field Station and operates as a residential 16-credit semester on the island. It was designed to align with the academic learning goals of the new School for the Environment and build on the community learning framework developed in the CSM Freshman Success Community program. Courses leverage the rich cultural, human, and natural resources of Nantucket and provide an immersive experience similar to that of a study-abroad program. The curricular model emphasizes hands-on transdisciplinary applied research that enables students to implement holistic solutions to growing environmental challenges—such as habitat degradation, loss of biodiversity, and global climate change—that respond directly to local community needs and support the island’s resilience.
The first-semester cohort of 18 students developed independent projects grouped by five themes addressing current and emerging issues with the island’s water system, shellfish, salt marshes, coastal system, and human system. Students participated in meetings and guest lectures led by community organizations and longtime island residents that helped frame the challenges and inform the design of student research projects. More than a dozen community partners are engaged in the Nantucket Semester, and students led a culminating presentation to share findings and recommendations with these stakeholders. For instance, data gathered will be used by the island to curtail improper fertilizer application in an effort to prevent further contamination of Nantucket’s harbors, groundwater, and ponds.

By all accounts, the program’s first year surpassed expectations. Student performance exceeded that of on-campus students enrolled in similar courses—GPA averaged .6 points higher within the major, and .3 GPA points higher overall. In a written reflection, one student wrote: “I am empowered to make a change for my community and my planet.” A classmate shared: “All of the experience I gained means that I know I am highly competitive for internships and jobs,” a sentiment that is backed by the securing of work experience following participation. Four of the students graduated in June 2013, and all are employed in their discipline as a direct result of their research experiences in the program and connections made during their semester. Of the remaining 12 students, 10 earned competitive paid internships with organizations, including the Maria Mitchell Association, the Town of Wellfleet, Provincetown Center for Coastal Studies, the Environmental Protection Agency, National Park Service, and others. Finally, the university is currently exploring mechanisms to enhance the access and opportunity for all students to study and do community-engaged research in Nantucket.

6. Community Engagement in Curriculum Areas

6.a. Core course

UMass Boston has long held an empowering approach to curriculum and the work of faculty. This provides sufficient guidance to standards and focus (i.e., fulfilling the university’s mission and goals) while also giving great autonomy to departments, colleges, and the expertise of our faculty.

A 1974 committee report on strategic planning of academic programming noted: “Any university that aspires to greatness must embody an ideal of scholarship and academic achievement. This is the classical ideal, emphasizing intellectual excellence and detached inquiry. The public urban university embodies another ideal as well: the American commitment to democratic higher education articulated more than a century ago in the movement to establish land-grant colleges. This democratic ideal, with its pulls toward egalitarianism in admissions policy and social involvement in the form of public service by the faculty, has always contained the potential for conflict with the classical ideals of excellence and detachment. The most successful public universities represent carefully managed balances of these competing historical impulses. This committee offers no formula for resolving the difficulties inherent in the concept of the public urban university. Indeed, we think that efforts to resolve tensions by elevating the democratic over the classical functions, or vice versa, are destructive of the basic value of urban higher education. Our reasoning is simple. If we were to minimize the classical ideal by focusing on narrowly defined career training and paying little attention to the intellectual quality of our programs, we believe the result would be a bogus egalitarianism in which the benefits of access to the university would be offset by the poverty of our degree. If we were to minimize the democratic functions and pursue the classical ideal without attention to the character and needs
of the metropolitan area in which we live, we would be missing much of the challenge and excitement of our urban setting and shirking the social responsibilities of a publicly funded institution”
(http://openarchives.umb.edu/cdm/search/collection/p15774coll22/searchterm/Committee).

We provide this as context to all of the responses in this section and to a university created with an explicit urban mission and as an institution that was part of the original “Urban 13” intent on reshaping communities through higher education.

Core courses are requisites of major programs, courses that the faculties of the departments regard as essential bodies of knowledge or research methods or techniques for study in their fields. Community engagement is integrated as an essential feature of core courses in half of all the academic departments of the university. In addition, there are a variety of inter- and transdisciplinary academic programs wherein community engagement is either a requirement or strongly encouraged. Based on the table provided on page 30 of the 2006 application, this represents a dramatic expansion of community-engaged core course requirement to more colleges and as an essential feature of our newest academic programs and schools, as previously described in question 5 under “Faculty Roles and Rewards.” The 2006 application reported integration in one college and no response or N/A for the other colleges.

6.b. General education

A question on the university’s approach to general education was not asked or sufficiently mentioned in our previous application, so this response will describe our approach to general education and community engagement integration.

UMass Boston’s general education provides a general framework that exposes students to a wide range of ideas and intellectual activities. However, there is not a set group of courses that every student must take. Instead, our general education has been structured to build skills in: critical analysis and logical thought; verbal and quantitative reasoning; human diversity; and principal approaches to knowledge in the areas of mathematics and natural sciences, social and behavioral sciences, arts and humanities, and world languages and cultures. Courses that focus on these learning outcomes have been approved by the faculty as general education courses within each respective college and academic program (see: www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements). This being said, curricular community engagement is widespread in coursework and departments that help the majority of students meet their general education requirements.

All students must complete two courses in writing and composition. The courses are offered through the university’s English Department, in which, as previously highlighted in our AQUAD reports, community engagement is widespread. Also, the university intentionally encouraged faculty to submit core and general education courses to be considered as a part of their application to CESI. This was intended to (1) create broader access for all students, regardless of major, to service-learning coursework; (2) ensure that retooled courses would be offered and meet minimum student-enrollment requirements; and (3) provide generalizable models for faculty members university-wide. An example of this can be found in MATH 125: Statistics. In collaboration with a local community, students will collect data at a traffic intersection that is a cause of concern and learn how statistics play an essential role in pedestrian safety. Students will also analyze “big data” sets and traffic statistics to inform traffic-safety plans for state and regional planning agencies. In particular, students critique the content and potential implications of the NACTO Urban Street Design Guide traffic manual, following MassDOT’s recent decision to
become the second state to endorse the innovative model. The department chair has since expressed an interest in providing all math students with opportunities to reinforce their learning by applying their coursework to addressing community challenges. He recently was a principal investigator on an NSF grant submission intended to support retooling all courses within his department to incorporate service-learning.

In addition, the university has a diversity requirement as a part of its general education. This is intended to expose all students to “cultural and social groups previously ignored or marginalized” in order for students to “acquire analytical tools and knowledge” needed to advance their studies and as professionals and citizens within a “complex and changing world” (www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements/diversity_requirement). There is a wide range of courses students can take to meet this requirement, and community engagement is often a central part of these courses due to their nature and content.

6.c. First year experience courses

The use of firstyear seminars has greatly expanded since 2006, and community engagement has often been adopted as a means to provide an introduction to the life of the university through one of the academic disciplines. Our previous application reported integration in one college and no response or N/A for the other colleges. Community engagement was incorporated in firstyear seminars in four of our seven colleges offering undergraduate degrees last year. It is also present in our newly formed Honors College and School for the Environment. (McCormack Graduate School and our School for Global Inclusion and Social Development do not offer undergraduate degrees.)

UMass Boston’s approach to firstyear seminar courses is designed to provide flexibility to both students and disciplines. The seminars all provide intensive work in seven general education capabilities: critical thinking, careful reading, clear writing, the use of information technology and the library, oral presentation and group work, and academic self-assessments. Community engagement is a feature of many first-year seminars as a means to initiate students into the university’s mission of engagement from the start of their education. This is something that has continued to expand through CESI and strategic community partnerships. This past year, CESI worked with three faculty members from various science departments to integrate service-learning into chemistry, biology, and earth science Freshman Success Community courses (www.umb.edu/academics/csm/student_success_center/freshman_success_communities).

The chemistry seminar focused on learning how the human brain learns chemistry. Students were engaged in an intergenerational service-learning project in which UMass Boston students worked with middle school students to teach basic chemistry concepts to youth at an adjoining elementary school. This was done through three 10-minute plays on chemistry for eighth-graders, and then trained eighth-graders led the plays for the elementary students (see http://www.youtube.com/watch?v=dkPdc1TyK2M). The biology seminar developed short videos to highlight environmental topics of concern, with local agencies and organizations educating and addressing these topics. Finally, the environmental seminar will engage student teams to identify a local environmental problem and work with one of eight watershed, conservancy, and ecological restoration organizations associated with this issue to identify multidisciplinary solutions spanning the natural and social sciences. Also noteworthy is a fourth science faculty member who joined CESI to expand on a freshman success seminar service-learning partnership in order to offer additional engagement beyond the freshman year. This faculty member and the dean of our School for the Environment’s efforts directly translated into a formal memorandum of
agreement between the university and the New England Aquarium to expand teaching and research collaborations (www.umb.edu/news/detail/umass_boston_and_new_england_aquarium_partnership).

It is anticipated that these courses will serve as models for other faculty university wide. The aforementioned Vision Project recently funded our College of Liberal Arts to expand best practices of its freshman seminars to offer enrichment for all CLA students. This includes learning from programs such as Freshman Success Communities. The CLA First program launched in 2010 and is expected to offer many transdisciplinary service-learning activities similar to the examples above but grounded in CLA majors (www.umb.edu/academics/cla/info_for_prospective_students/cla_first?nssl).

6.d. Capstone

Similar to 2006, community-engaged capstone projects are a prominent required or optional feature of UMass Boston’s colleges offering undergraduate degrees and senior-level projects. UMass Boston’s community-engaged capstone courses are culminating experiences of the major programs, applying the work of upper-division study to a critical issue or area of study within the major, synthesizing that study and turning it to work and further learning after graduation. That said, the illustrations provided for both this and the subsequent response speak to coursework in a major study intended to prepare students for academic program completion and expose them to potential application after college.

The undergraduate gerontology program’s capstone class, Working on a Gerontological Social Issue, offers students the opportunity to examine, discuss, and apply one of several current major social policy issues within the field of aging, and to actually work on the challenges presented by that policy to those advocating for individuals and their families. For example, in spring 2013, after acquiring in-depth knowledge of the impact of dental and oral health on the physical well-being of elders, in partnership with the Attleboro Council on Aging, students surveyed older adults in Attleboro, Massachusetts, using quantitative and qualitative measurements of dental and oral health to correlate with social and lifestyle choices. Further, students worked directly with professionals in the aging field through a service-learning internship in which students helped develop effective ways to address or resolve social and health-related service needs of older adults in community or institutional settings.

Students in the human services major of CPCS take a set of connected community-engaged courses to fulfill their capstone requirement. First, students take the Professional Internship Seminar. This course enables them to apply theory to practice in human services, offering them the opportunity to further develop their knowledge and skills through experiential learning and reflection in a fieldwork seminar accompanying the placement. Through this internship placement students address ethical issues, improve their practice skills, gain a better understanding of themselves and the field, and gain familiarity with human service systems. Next, students enroll in Human Service Policy and Practice, through which they learn how to understand, analyze, and influence human services policies. Students work with the organization from their internship placement to identify a project that involves issue identification, research, an intervention strategy, and a proposal to bring about positive change in the identified human services area.

Women’s and Gender Studies seniors take their internship and capstone courses concurrently. Through the internship students apply their theoretical understandings in women’s studies to practical experiences in supervised volunteer work. Topics include theoretical issues relevant to placements in a human service agency or social change organization; evaluation of basic skills
learned in fieldwork; and career development exercises. An oral presentation and two papers are required. Topics are integrated with discussions of students’ on-site work.

6.e. In the majors

Unlike in 2006, the university now requires every department to offer what are referred to as “distribution courses” to fulfill general education requirements in one or more of seven areas. These are: the humanities, arts, social and behavioral science, natural science and mathematics, and world cultures. These courses provide understanding of the discipline’s general field of knowledge and instruction in two of the seven general education capabilities. Community engagement is widespread in both distribution and nondistribution courses within a major in order to provide students with an understanding of how the life of the community figures in these broad approaches to knowledge. The following are illustrations of how this appears at the university:

The College of Nursing and Health Sciences is engaged in collaborative partnerships with more than 200 health care and fitness organizations through which students can pursue internships and gain clinical/practical as well as research experiences as they pursue their majors. Courses such as Nursing in the Community and Community Health for Registered Nurses require students to participate in a service-learning project throughout the semester.

Majors in exercise and health sciences (EHS) engage in “innovative, challenging curriculum [that] combines a sound theoretical base with real-world experience.” The EHS course Adapted Physical Activity integrates partnership activities with the Boston and Quincy Public Schools systems to provide K–12 youth with special needs opportunities to engage in adapted recreational experiences that are inclusive and confidence-building for participants. Each semester, about 150 K–12 youth participate and the sessions allow UMass Boston students to apply theory to practice and be exposed to working with this particular population. Similarly, EHS majors enrolled in Pediatric Exercise engage in a service-learning curriculum in which students partner with schools and nonprofit organizations to observe and then redesign physical-activity lesson plans in community settings. Students provide feedback to community partners that often generate unique perspectives and creative ideas in ways that improve the overall experience for participating youth.

Undergraduates in the College of Management’s marketing major also put academic theory into practice. In Services Marketing, students examine what differentiates services marketing from the marketing of products. In addition to more traditional assignments, students work in groups assisting small businesses with service marketing plans. A similar approach is used in Internet Marketing: Students learn how to successfully incorporate the Internet into the marketing activities of organizations of all types and sizes, and then share that knowledge through consulting projects for small and local businesses.

Applying the knowledge learned in the classroom is one of the key components of the School for the Environment’s curriculum. Students are expected to integrate the natural and social sciences to generate and apply new knowledge about the quality of our environment and the sustainable use of its resources. For example, in GIT Data Collection and Field Methods students located and mapped distributions of an invasive plant on Nantucket for the Nantucket Conservation Foundation, which allowed the agency and volunteers to better address the issue.
6.f. Graduate studies

As in 2006, graduate programs at UMass Boston emphasize applied research and experiential learning as a major component of the academic content area university-wide. Graduate students are able to connect with faculty and researchers in one of the university’s 43 community-engaged centers or institutes. This often permits collaboration among colleges and schools and graduate programs of study. For example, the John W. McCormack Graduate School of Policy and Global Studies is home to 13 community-engaged research centers and institutes. Similarly, the new School for Global Inclusion and Social Development houses one of the most active community-engaged university institutes with nearly 70 faculty and staff connections to community partnership activities through the Institute for Community Inclusion (ICI). ICI has been particularly successful providing graduate assistantships to students throughout the university. It is envisioned that curricular engagement will be a central feature of graduate studies within this school. The following are a couple of other notable illustrations:

The Graduate Program in Applied Sociology, an innovative program that “emphasizes community connections and research methodologies that specifically address social problems,” has long incorporated community-engaged research projects into its curriculum. The syllabi of Methods of Research I and Foundations of Applied Sociology integrate research projects in collaboration with community partners as part of the students’ core work. The curricular models of these courses allow students to hone research skills and develop the capacity and commitment for community collaboration, while providing meaningful service to organizations and community leaders across Massachusetts. Past projects included a project with Changing Lives through Literature (CLTL), an alternative sentencing program that uses literature and discussion groups to transform lives of criminal offenders. Students worked with CLTL and participating ex-offenders, judges, probation officers, and other personnel to implement a multimethod process evaluation of CLTL’s men’s program at the Dorchester District Court. Other courses have worked with community health workers and youth organizations to provide collaborative assessments. More recently, the department opted to restructure its curriculum offerings in order to position the Methods of Research I and II courses in back-to-back semesters to allow for more intensive collaborations to take place.

The Practicum in Community-Based Research integrates community engagement into a redesigned course housed in the Department of Public Policy and Public Affairs. The unique model invites PhD students from any discipline to enroll in the course in order to gain apprenticeship training in community-based, collaborative research. This interdisciplinary approach brings together a richness of research interests and professional experiences that span education reform, youth empowerment, urban planning, and government efficiency. Leveraging meaningful relationships and shared goals, the research aims to co-produce knowledge useful to the work of the community partners and contribute broader knowledge to the field of social justice movements.

6.g. Other

Worth mentioning under the category of “other” curricular engagement is an innovative approach employed by the College of Management that requires students to engage in curriculum-driven extracurricular activities. The Management Achievement Program (MAP) is an engaging and comprehensive program designed to enhance the professional development of students. Students earn “miles” for engaging in activities, such as involvement with local business communities and participating in service-learning projects through the Office of Student
Leadership and Community Engagement, that highlight corporate social responsibility and good business practices of area companies. Two of the nine overall goals for majors pursuing a degree in management—to contribute productively to an organization and to appreciate the impacts of diversity and of regional and global issues—are achieved through community engagement within the academic requirements. The major requires students to complete 75% of MAP miles prior to enrolling in MGT 490, and those who complete 100% receive a special notation to that effect on their transcript.

7. Scholarship of teaching and learning

We have dozens of internationally recognized leaders in SoTL advancing infrastructure and programming that has been put in place since our last classification and described in sections I and II of this application. We call on the following colleagues regularly to support these efforts due to their incorporation of community-based teaching and learning into courses and willingness to share their practices on SoTL:

Our Anthropology Department is highly active in advancing community-based teaching and learning research. This includes Tim Sieber, who co-edited a book on issues of diversity and pedagogy, Transforming Classroom Culture: Inclusive Pedagogical Practices (2011), and Steve Stillman, who edited a book on collaborative, community-engaged research in archaeology, Collaborating at the Trowel’s Edge: Teaching and Learning in Indigenous Archaeology (2008).

Another longtime leader in service-learning is Joan Arches of our Human Services Program. Her article “Social Action, Service-Learning, and Youth Development” (2013) was published in the Journal of Community Engagement & Higher Education, and she is also a prolific presenter on service-learning, with recent presentations at the Biennial Asia Pacific Regional Service-Learning Conference in Hong Kong and the International Association for Research in Service-Learning Conference, among others.

A recipient of the Lynton Award for the Scholarship of Engagement for Early Career Faculty and a national panel member for AAC&U’s “Greater Expectations” report (http://www.greaterexpectations.org/pdf/GEX_FINAL.pdf), Peter Kiang has more than 30 years of leadership advancing community-engaged teaching and learning (http://www.umb.edu/news/detail/umass_boston_professor_honored_for_commitment_to_asian_american_education). Recently, Kiang shared best practices in community-engaged teaching and research at last year’s Community-Engaged Partnerships Symposium in a poster titled: “Asian American Studies Program: Community-Centered Commitments and Pathways in the AsAmSt Curriculum” (http://scholarworks.umb.edu/ocp_posters/119).

All of our college and school deans are highly visible advocates for community-engaged teaching and learning. For example, our dean of the College of Management, Maureen Scully, recently presented a workshop at Bentley University on “Engaged Learning and Scholarship: Examples and New Directions for Business Schools.”

Finally, we are honored to have John Saltmarsh and Dwight Giles among our experts. Saltmarsh is the co-director of the New England Resource Center for Higher Education (NERCHE) and a faculty member in the Higher Education Administration Doctoral Program in the Department of Leadership in Education in CEHD. He is the author of an edited volume, To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education (2011), and a book with Edward Zlotkowski, Higher Education and Democracy: Essays on Service-Learning and Civic Engagement (2011). In addition, he currently serves in numerous international and UMass
Boston leadership roles advancing the field of community-engaged scholarship (see http://www.umb.edu/academics/cehd/faculty/john_saltmarsh).

Dwight Giles, recipient of the Ehrlich Civicly Engaged Faculty Award (www.compact.org/initiatives/awards-programs/thethomas-ehrlich-civically-engaged-faculty-award/), is a professor of higher education administration and a NERCHE senior associate. He has co-authored numerous publications on service-learning research, including the seminal works Where’s the Learning in Service-Learning? and Service Learning: A Movement’s Pioneers Reflect on Its Origins, Practice, and Future. He is currently involved in numerous efforts studying community–campus partnerships, “the Next Generation of Engaged Scholars,” and reward structures at Carnegie-designated community-engaged campuses.

8. Summary/trajectory of curricular engagement

Teaching and learning have been the university’s primary focus since our founding. Curricular community engagement has been ubiquitous in these efforts. This fact was reinforced with the development of the College of Public and Community Service more than 40 years ago and has been reiterated through all of the university’s academic programs ever since. However, Chancellor Motley’s appointment in 2007 marked a turning point for the university’s curricular engagement. This has rapidly accelerated since 2011 with the release of the university’s strategic plan, “Fulfilling the Promise.” To quote the plan: “Findings indicate the need to build a new system and culture that places and keeps students on track, integrates their academic and social experiences, and connects them to networks from the start. Needed are appropriate and clear pathways through major and degree requirements, quality involvement and engagement, and academic and co-curricular experiences that are educationally purposeful. We also need to increase students’ connections to collective and individual cultural agents who value academic achievement and can engage students” (p. 9).

Intentional curricular engagement and collaboration are central to the university’s retention and student success plans (www.umb.edu/editor_uploads/images/university/Graduation%20Rates%20Workgroup%20Report.pdf). Curricular engagement served as motivation for establishing and/or expanding the offices, programs, advisory groups, and working committees mentioned throughout this application. It has also driven the appointments of new leadership at the vice chancellor and associate provost levels and hiring of deans, faculty members, directors, and added staff. For example, Associate Professor Mark Warren was hired largely because of his expertise and commitment to “using the results of scholarly research to promote equity in public policy and to advance democratic practice.” He is the national co-chair of the Urban Research-Based Action Network (URBAN), and because of his leadership in this work, Provost Langley asked Warren to serve as co-chair with John Saltmarsh of UMass Boston’s newly formed URBAN Research Working Group. This group of “faculty and staff researchers are working to support the university’s urban mission which is woven into the fabric of so many academic and research units on campus.” The group is working to help undergraduate and graduate students engage in research “designed to advance relevant knowledge to understand and address the cultural, economic, social, and political needs of our communities” (www.umb.edu/news/detail/mark_warrens_community_organizing_and_education_research_featured_at_research).

As part of OCP’s initial charge, the university now has a better understanding of how, where, and with whom it is partnering on curricular engagement activities. The next phase of our work will be to better understand the type of impact these efforts are having on both community and
university partners, with particular emphasis on student impact. We will also be better integrating and expanding our community-engaged curricular activities to ensure that our students have access to the highest-quality education while gaining access to social and professional networks critical for lifelong success. This will be done to increasingly ensure that the university is “fulfilling the promise” made to both our students and the communities of the commonwealth, while creating a model that effectively balances the “competing historical impulses” mentioned above.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use, with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

Outreach

1. Outreach programs

Eighteen of 19 outreach centers cited in 2006 and 23 of 25 academic or administrative department initiatives still exist in their original or an evolved form (a total of 41 out of 44 outreach initiatives). Since the last application, the university has expanded its outreach exponentially. To illustrate: UMass Boston now has 43 centers and institutes directly partnering with communities on 323 outreach programs. In addition, we have striven to further integrate our student, faculty, and staff into existing outreach programs, develop new programs, and strengthen our efforts of providing meaningful learning opportunities and technical assistance in the community. The following are a few examples of outreach activities that contribute to the physical, mental, and social well-being of our communities:

Created in 2007, GoKids Boston Fitness, Training, and Research Center embodies innovation and leadership in youth health through life-changing programs, groundbreaking research, exceptional training opportunities, and dedication to the community. Its primary health programming is offered on UMass Boston’s campus. However, through the Health Ambassadors Program (HAP), GoKids provide off-site health programming to youth while also providing EHS students with strong handson, service-learning opportunities. Cohorts of undergraduates are trained on ageappropriate skills, working with youth, developing lesson plans, and leading group exercise, before being placed within local school and nonprofit organizations to help deliver wellness programs.

The Gerontology Institute’s Osher Lifelong Learning Institute (OLLI) offers ongoing noncredit, continuing education courses for people over 55. At a recent UMass Boston Community Night, the university solicited feedback on our community outreach. OLLI was an overwhelming crowd favorite, and community members called the program an excellent example of the university sharing its resources and providing stimulating opportunities to enrich the intellectual, social, and cultural lives of seniors. The program has extended its reach since the last classification, with UMass Boston faculty, staff, and graduate students teaching 65 courses and 40 brown-bag seminars this spring. In addition to the increased course offerings, OLLI recently formed a new partnership with the Hingham Public Library to offer lifelong learning opportunities to older adults on the south shore of Massachusetts.
The University Archives and Special Collections Department’s Mass. Memories Road Show program is a statewide digital history project that documents people, places, and events in Massachusetts history using family photographs and stories. Since its launch, the project has gathered more than 5,000 photographs and stories from across the state. To date, the program has collaborated with more than 30 communities to document their local histories.

The Collins Center, which was established in 2008, offers a comprehensive set of services to scores of Massachusetts’ cities, towns, school districts, and agencies (http://www.umb.edu/cpm).

The Institute of New England Native American Studies (INENAS) was established at UMass Boston in June 2009 with a mission to develop collaborative relationships, projects, and programs between Native American tribes of the New England region and all of the UMass campuses, so that the tribes may participate in and benefit from university research, innovation, scholarship, and education (www.umb.edu/inenas).

2. Institutional resources provided to community partnerships

One of the greatest developments since 2006 has been the Office of Student Leadership and Community Engagement (OSLCE, http://www.umb.edu/life_on_campus/student_involvement/oslce). OSLCE employs a student leadership model: Students run the majority of the programs with staff or faculty advisement, and in collaboration with community partners. This includes ProjectServe, the primary student-run community engagement program on campus. OSLCE also directs Beacon Voyages for Service (BVS), Jumpstart, Campus Kitchens, and a range of student recognition and other leadership programs. BVS is a cocurricular service and immersion program that helps students become engaged in community projects domestically and internationally. Jumpstart places college volunteers in local head-start and preschool programs to improve the literacy of children in these programs (see partnership grid). Campus Kitchens is a food-recovery and hunger-relief program that takes leftover food from the UMass Boston cafeteria and community donors to make healthy meals for local people in need. Students take charge of running kitchen shifts, preparing meals, and delivering food to our partners. Additionally, a SNAP outreach program works with senior citizens in communities adjacent to campus.

Athletics and Recreation (http://www.umb.edu/athletics/special_programs) also expanded its programming and infrastructure, supporting athletics outreach to local neighborhoods, the state, and overseas since the 2006 application. The new community engagement coordinator position has strengthened access to athletic facilities and events as well as the activities that correspond with local youth sports leagues. Space continues to be provided for several of the university’s precollegiate programs and other summer camps.

In 2004, UMass Boston gained access to the Nantucket Field Station (NFS) and it has become established as an institutional resource since 2006, offering an array of outreach activities to the general public and community partners. The educational outreach activities provided mirror those of the Nantucket Semester, described above. The curriculum targets local K–12 students, was developed with help from the Nantucket Conservation Foundation, and aligns with the Massachusetts Comprehensive Assessment System framework. A four-day intensive program provides an experiential learning format for middle and high schools from underserved communities across Massachusetts each year, at no cost to the schools or students. As part of its mission to improve access to science and education for all, the NFS has hosted a summer water sports and nature retreat for differentlyabled people known as Tulgeywood, and nature walks and science programs specifically designed for English as a Second Language students.
The NFS also remains open to the public for self-guided tours, and internship and junior ranger positions offer year-round engagement for youth.

The university continues to dedicate its work-study to community sites, with 145 students (17% of all positions) working with local organizations in 2012. Finally, the university’s public radio station, WUMB, directs an annual multicomunity/university collaboration that offers a free concert series and other educational and cultural events open to the public as a mainstay of university outreach.

Partnerships

3. A representative sampling of 15 partnerships

I. Broadening Advanced Technological Education Connections (BATEC)

Community Partners: Bunker Hill, Middlesex, Roxbury, Northern Essex, Quinsigamond, Bristol, and MassBay Community Colleges; 30 feeder school districts of these community colleges; TechBoston Department, Boston Public Schools; six community based organizations in Boston; Community Teamwork, Inc. and Youthbuild in Lowell; Plumley Village, Worcester. Similar partner networks exist in San Francisco, Las Vegas, and Chicago.

Institutional Partners: College of Management; College of Advancing and Professional Studies; College of Science and Mathematics

Purpose: Founded at UMass Boston in 2003, BATEC was established to create a seamless regional IT education-to-workforce pathway system that attracts, supports, and advances a diverse population of technology students who are traditionally underrepresented in the Boston area. Promoting a collaborative approach, the center brings together leaders in education, industry, and the community to define, extend and strengthen computing pathways and career opportunities for the 21st-century IT professional. BATEC serves as a connector to illuminate intersections across sectors. Its core work is organized around three primary areas: facilitation and leverage of strategic multilayered partnerships to build awareness, generate interest, and support learning opportunities in ethnically diverse urban areas; actionable research to inform policy makers, IT educators and workforce development agencies; and advancement of integrated curriculum and applied IT in a manner that serves as a national leader and testing center. The center’s original Boston area focus grew into partnerships with seven community colleges in Massachusetts and their feeder schools, representing 30 school districts. These efforts were scaled up in 2011 when its work expanded to the urban communities of Chicago, San Francisco, and Las Vegas.

Length of Partnership: 2003 - Present

Number of Faculty: 38 at UMass Boston

Number of Students: More than 8,000 students participating in BATEC-influenced courses and activities across high school and college levels

Grant Funding: National Science Foundation, $5 million 4-year grant awarded in 2011

Institutional Impact: The College of Management has created new cross-functional
concentrations, merging concepts, faculty, and courses from separate departments and creating new options for technical program transfer students. New concentrations include: Information Management (IM) for Finance, IM for Marketing, Management Science (MS) for Finance, MS for Marketing, as well as a Masters of Science in Information Technology focused on the non-IT manager who needs to manage applications of IT as a prime enabler of organizational change. UMass Boston also launched its crosscollege Bachelor of Science in Information Technology degree, bringing together competing colleges (College of Science and Math and College of Management) to fill a void for advanced study of technology in the region. BATEC partners collaborated to develop this new degree which was unique in that it was built on the community college associates degree, and built on BATEC’s vision of curriculum for the 21st-century degree—advanced in content and pedagogy, regionally coordinated, and industry-linked. Rather than a mere regrouping, this is an applied degree with multicollege collaboration that encourages interdisciplinarity and transfer. Student enrollments have grown from 57 in its first year to more than 285 in its fourth year—an increase of 500%.

**Community Impact:** BATEC has successfully transformed IT education in eastern and central Massachusetts by developing a coordinated system, processes, and structures. It closely advised TechBoston, a BPS department offering technology-related opportunities districtwide, with the development of the Tech Apprentice program that provided more than 600 BPS students with technology-focused internships. BATEC also works with TechBoston to provide training to BPS teachers. BATEC’s influence spreads through its extensive network of community colleges and school districts. Based on a 2007 BATEC study that included input from community and industry stakeholders, partners adopted outcomes-based curricula and professional development focused on transforming teaching and learning to integrate 21st-century skills. In one year, they reached nearly 1000 educators, community and industry leaders and students, with documented success. Participant surveys consistently report high satisfaction, strengthened student services, and new partnerships formed. Significant changes resulted in the curriculum at depth in all seven community-college partners and many partner high schools. At Bunker Hill Community College, the Applications and Concepts course was redesigned to include teamwork and professionalism, impacting more than 700 students. Middlesex Community College then adopted “Institutional Student Learning Outcomes” which addressed communication, critical thinking, and personal and professional development skills for all graduates. Between 2007 and 2011, there was impressive growth in enrollment in BATEC-influenced courses across educational levels—high schools saw a 51% increase, community colleges had an 80% growth, and four-year institutions experienced a remarkable 838% jump. In addition, BATEC’s 2012–2013 activities reached more than 1,300 high school students through college-awareness activities; 250 high school students to participate in college-level courses through a dual-enrollment college program; and 200 high school students and guidance counselors trained in Accuplacer pilot to increase the number of entering freshmen who place into college-level math and English courses. The Massachusetts Department of Education’s Career and Technical Education unit then implemented it state-wide for 11th-graders in their programs; 80 nontraditional adult learners to highlight employment opportunities and relevant college and career pathways; 122 Boston Public high school students gained high-level, technology-related paid apprenticeships. About 98% of participating students enroll in college after high school graduation, and 75% pursue IT majors/careers. The model has served as the impetus for a scale project at the community college level; more than 320 low-income adult learners with no prior college completed the Bridge to Community College program, with more than 75% obtaining work or pursuing further education. The program was selected as a replicable model by Microsoft’s Unlimited Potential Program.
II. Eastern Pequot Tribal Nation Anthropology-Archaeology Collaborative

Community Partners: Eastern Pequot Tribal Nation (EPTN)

Institutional Partners: Department of Anthropology and MA Program in Historical Archaeology, Department of Women’s and Gender Studies, College of Liberal Arts; College of Public and Community Service; Institute for New England Native American Studies (INENAS)

Purpose: This partnership promotes collaborative anthropological research and training, both cultural and archaeological, that benefits UMass Boston undergraduate and graduate students and faculty, as well as tribal officials and members. Researchers and tribal community members document the Eastern Pequot community’s cultural and historical stories of struggle, survival, and advancement through numerous archaeological sites on, and oral and written histories about, the 225-acre reservation that was established in what is now North Stonington, CT in 1683. Eastern Pequot interns and volunteers, who range from 16 to 85 years of age, work alongside UMass Boston students on archaeological excavations. UMass Boston’s long-standing relationship with the Eastern Pequot Tribal Nation is also connected to a professor in the Women’s and Gender Studies Department who joined UMass Boston in 2002 and worked with the tribe on their petition for Federal Acknowledgment in the 1990s. While the community has not yet been federally recognized, UMass Boston has continued to build on the partnership, deepening it significantly in the last ten years. In the past two years, the Institute for New England Native American Studies has also provided technical assistance to the community.

Length of Partnership: 2002 - Present

Number of Faculty: 4

Number of Students: 60+ UMass Boston undergraduate students; 20+ UMass Boston graduate students; 35+ students from other universities


Institutional Impact: A model for community-engaged scholarship, the project provides educational, research, and outreach opportunities for both undergraduate and graduate students, which has led to twelve MA theses in Historical Archaeology. Professor Stephen Silliman has published four related articles in major anthropological journals. He has co-authored scholarly books with members of tribal communities, including his 2009 Collaborating at the Trowel’s Edge: Teaching and Learning in Indigenous Archaeology, which draws on collaborative indigenous archaeology experiences and methodologies. Silliman has served as a leader among colleagues at UMass Boston and in the field of archaeology, helping to model and advance engaged scholarship practices. For instance, he presented at the university’s annual research celebration, emphasizing that his early scholarship focused on the process of collaboration rather than the more traditional approach of reporting findings or conclusions. Professor Amy Den Ouden’s 2003 book Recovering Gendered Political Histories: Local Struggles and Native Women’s Resistance in Colonial Southern New England included detailed and thoughtful studies about the Eastern Pequots’ early history in colonial New England. As professors and students work to change the way research is conducted, the relationship between tribal nations and social scientists is reimagined. In the field school, technical training is merged with eye-opening
cultural experiences, field trips, guest speakers, and readings. Students gain experience with adapting standard archaeological practices to fit community needs and cultural preferences of the tribal community. This experience deepens cultural competency and the students’ professional capacity for interpreting archaeological research.

**Community Impact:** This partnership offers anthropological field training to tribal community members. It integrates community-based methods, community service, and an open and respectful exchange of historical interpretations and opportunities. Some members receive college credit, and one tribal member was the recipient of a Society for American Archaeology Native American scholarship. The partnership has led to the discovery of numerous archaeological sites on the reservation, dating from between 1740 and 1860, and extensive mapping of above- and belowground features to support land-management needs of the community. To date, more than 25,000 objects have been uncovered, including several projectile points dating to thousands of years ago and a fragment of a soapstone bowl, as well as 15,000 animal bones, shells, and pieces of charred wood. One tribal member, who is now in college and has worked with the project since age 11, shared that the relationships she built with participating college students were impactful: “I am teaching them about my culture, but they’re teaching me about myself...[the experience] has helped me grow into the person I am today.”

Recently, the university facilitated “Conversation Between Communities,” an event held in conjunction with an exhibit, which brought together the Eastern Pequot Tribal Nation, the Nipmuc Nation, collaborating faculty researchers, and INENAS. This marked the first time that these two tribal communities exchanged experiences with each other. In the past two years, INENAS has played a critical role in supporting the Eastern Pequot with the pursuit of federal formula funding, a resource that had not been realized by the community. The institute helped draft proposals and worked with federal and state agencies to negotiate service numbers with the state. EPTN was awarded a Community Services Block Grant in 2013 that brought $13,000 to the community and will continue on an annual basis, assuming ongoing appropriation by Congress and completion of reports by EPTN. An application for home energy assistance is in development.

**III. Emerging Leaders Program**

**Community Partners:** In 2012–2013, fellows led civic-engagement projects that supported: Mass. Business Roundtable, Boston Health Care for the Homeless, the Jamaica Plain Neighborhood Development Corporation, the Children’s Trust Fund, Girl Scouts of Eastern Massachusetts, Science from Scientists, and the Boston Tenant Coalition. Fellows were participating through their employers, including Boston Symphony Orchestra, MassDOT, Partners Community Healthcare, and Career Coaching for Kidz.

**Institutional Partners:** Center for Collaborative Leadership, College of Management

**Purpose:** The Emerging Leaders Program (ELP) is an executive training program for professionals in the Greater Boston area. Corporate, nonprofit, and public-sector organizations nominate mid-level, high-potential rising leaders within their ranks to participate in a ten-month leadership development program aimed at enhancing individual leadership skills and ability to work effectively with others toward significant civic goals. The program stresses collaboration and fosters leadership that is visionary, goal-oriented, and inclusive. In teams, fellows work on civic-engagement projects of value to community organizations in the Greater Boston community. Each summer, a new group of “fellows” is chosen. Diverse in profession, race, ethnicity, and gender, these fellows enhance the available talent pool and begin assuming leadership roles of increasing responsibility in their organization and the community.
**Length of Partnership:** 2001 - Present

**Number of Faculty:** 4

**Number of Students:** 490 fellows, including alumni; 33 fellows in 2012–2013 Cohort

**Grant Funding:** Funding comes from nominating organizations, where fellows are employed

**Institutional Impact:** The primary collaborative product of the ELP is the public forum, where fellows present the findings of their team projects and the lessons they’ve learned about collaborative leadership. As a result of this, several teams have been asked to co-create publications and policy recommendations with their project sponsor organization. ELP shares executive summary reports from the team projects via an online repository for scholarly work. College of Management professors also lead skill sessions with ELP fellows. Fellow teams occasionally work on projects with community-serving units at the university. For example, in 2011–2012, one team assessed the university’s Center for Social Policy (CSP) evaluation of the “People and Place” initiative that links organizations that are empowering families and creating infrastructure improvements in the Fairmount Corridor. The role of the fellows was to ensure that CSP was meeting its own objectives of actively engaging the participating organizations, creating meaningful metrics, and jointly producing a road map for success.

**Community Impact:** The ELP discovers and empowers leaders for tomorrow from all sectors of the community who will be moving into major leadership positions in their organizations. Participants gain more than 90 hours of “in class” training and work collaboratively on real projects affecting the Greater Boston region. In 2012–2013, projects addressed improving health outcomes, drawing lessons from corporate wellness plans as well as expanding awareness of care options for homeless people with complex health challenges. A team of fellows designed and launched a series of “Race and Place” dialogues in Milton to enhance communication and support the goals of integration and fair housing. Community members gathered to learn about the history of race in the United States, to talk about their experiences of race in a candid and authentic way, and to plan ways their community can remove barriers and enhance integration. Another team examined what employers could do to support workers in low-wage jobs who need benefits and flexibility to retain their jobs. Lower turnover in these jobs is beneficial both to families who need stable income and to businesses that rely on the work done in these frontline positions. They worked with organizations with significant low-wage populations to identify policies that alleviate strains on low-wage workers. They created and refined a survey to recognize employers with the best practices. Another fellow team was charged with creating a public-awareness campaign in support of affordable housing in the Forest Hills/Jamaica Plain neighborhood of Boston. They piloted themes for a print campaign, which challenged myths about the look and desirability of affordable housing and introduced the people who work in vital jobs (e.g., child care) who may need affordable housing. Leveraging this work, a new fellow team moved the campaign to the web and developed a social media strategy to expand its reach. All projects are tied directly to the strategic initiatives of the organization and frequently span more than one year to ensure full implementation on behalf of the partner organizations. Fellows present their findings to the organization and in a public forum. The center also created two community awards: the Building a Better Boston Award, recognizing an individual who is advancing the region through work as a convener and collaborator, and the Leading the Way Award, presented to an ELP alum who has demonstrated collaborative leadership and civic engagement.
IV. **COSMIC: Center of Science and Math in Context**

**Community Partners:** Boston Public Schools; Dedham Public Schools; Milton Public Schools; Braintree Public Schools; Cambridge Public Schools; Malden Public Schools; Pembroke Public Schools; Northeastern University; Boston University; Brockton Public Schools; Chelsea Public Schools; New Bedford Public Schools, among others

**Institutional Partners:** College of Education and Human Development; School for the Environment, College of Science and Mathematics; Department of Applied Linguistics, College of Liberal Arts

**Purpose:** The mission of COSMIC is to advance high-quality teaching and learning in science and math for all students at the K–12, university undergraduate, and graduate levels. COSMIC provides support for science teachers, beginning with their teacher training at UMass Boston and continuing with professional development through their teaching career path as novice teachers, as experienced teachers, and as teacher leaders. For precollege students, COSMIC develops innovative science curriculum materials and conducts research studies on their effectiveness. A longtime partner of Boston Public Schools and other Boston metropolitan-area school systems, COSMIC’s program Boston Science Partnership: BEST (Boston Energy in Science Teaching), connects UMass Boston faculty with expertise in STEM education to work collaboratively with K–12 teachers in science education reform. Through this increased dialogue and school system–based research, BEST aims to better understand how increased teacher knowledge encourages improved student learning outcomes.

**Length of Partnership:** 2002 - Present

**Number of Faculty:** 20 annually (3 work directly for the center), and 8 staff

**Number of Students:** 2 graduate research assistants, 1 undergraduate research assistant

**Grant Funding:** $12 million in funding, mostly from NSF but also Wipro Ltd. and U.S. Department of Education

**Institutional Impact:** Complementing Boston Science Partnership and BEST professional development initiatives, a partnership between COSMIC and the Department of Applied Linguistics, two Federal Department of Education Title III Program grants were secured to develop fourcourse graduate certificate programs in teaching content to English language learners. Twenty-seven in-service teachers from Boston, Brockton, Chelsea, and New Bedford Public Schools began the Math Certificate in the summer of 2012 and are expected to complete the certificate in the fall of 2013. A second math cohort began in spring 2013 with 18 teachers. The first cohort of the science section will begin in summer 2013.

**Community Impact:** COSMIC’s role in the Greater Boston community influences the direction of science education toward curriculum, assessment, and professional development based on research in the science of learning through Science Education Fellowships, elementary and secondary engineering teacher education programs, and providing teachers in core STEM areas with the advanced knowledge and skills necessary to teach content to ELLs. Teachers who participate in COSMIC’s professional development programs complete pre- and post-surveys, through which COSMIC participants report increased comfort in incorporating cross-disciplinary content into their courses, a deeper appreciation for the “big ideas” of science and integrating them into the curriculum, and greater confidence in their skills as science teachers overall. Out
of the success of the Boston Science Partnership and BEST, the Wipro Foundation funded COSMIC to expand its reach and lead the Wipro Science Education Fellowship, which fosters leadership and teaching excellence in science education among K–12 teachers from Greater Boston, Northern New Jersey, and Greater New York. Just as with the Boston Science Partnership: BEST, the Wipro fellowship leverages the expertise of experienced public school teachers to build and support a corps of teacher leaders, create a culture of data-based improvement, and increase student achievement. COSMIC’s work positively impacts students as well. For example, as COSMIC began their work with BPS in 2008, 71% of students passed the science MCAS, and in 2009 that number jumped by 8% to 79%. In the same time, the state average increased by 2%, showing that progress is being made in Boston even though there is still more work to be done. Of those passing, 34% earned a Proficient/Advanced score, an increase of 5% over the prior year, and a greater increase than the state average. Jumps for subgroups were encouraging: Each subgroup did better than that group the year prior, in many cases by 10 points or more. Additionally, COSMIC’s AP Science Support Program reached 66% of Boston Public Schools, and in a single year their work encouraged 41% more students to participate in AP practice exams.

V. U54 Minority Institution Cancer Research Partnership

Community Partners: Dana-Farber/Harvard Cancer Center (DF/HCC); Components of the projects have partnered with a network of community organizations, including 34 Latino parishes throughout Massachusetts, such as St. Patrick’s in Lawrence and YWCA Lawrence

Institutional Partners: UMass Boston; Center for Personalized Cancer Therapy, College of Science and Mathematics (CSM); Gaston Institute; Center for Survey Research; Sociology Department, College of Liberal Arts; Academic Support Services

Purpose: The UMass Boston Dana-Farber/Harvard Cancer Center partnership allows collaboration on research aimed at addressing issues of cancer health disparities in disenfranchised populations by creating information and resources to close the gap. The partnership is achieving this goal through the development of a robust Cancer Outreach Program that integrates research with culturally responsive prevention and educational activities; continued development of rigorous, collaborative cancer and disparities-related research; and expansion of the cancer training opportunities for underrepresented minority (URM) students, fellows, and scientists.

Length of Partnership: 2002 - Present

Number of Faculty: 33 faculty participating and serving as affiliate members of DF/HCC

Number of Students: 31

Grant Funding: $13.7 million (2010–2015) from National Institutes of Health, U54 Minority Institution/Cancer Center Partnership Grant; Massachusetts Life Sciences Center, $10M toward the Center for Personalized Cancer Therapy

Institutional Impact: Since initiating the U54 in 2010, research funding received by UMass Boston increased by 16% ($49.6M to $57.3M in 2013). Since 2001, prior to this comprehensive partnership and U56 funds, research funding increased by 189% (19.1M in 2001 to $57.3M in 2013). This funding has expanded capacity in three cores. The Training Core is increasing the number of students, particularly those from underrepresented minority backgrounds (URM), who
are interested and well-trained in cancer disparities research. The diversity of opportunities (research internships, skills workshops, mentorships, etc.) target more than 800 URM undergraduate and graduate students from across disciplines, including biochemistry, public policy, women’s studies, anthropology, sociology, nursing, math, and economics. This investment in students creates a diverse pipeline of talent that fills an identified need within the regional STEM workforce. Opportunities leveraged by this partnership correlate with an increase in documented student success of URM students in CSM, where a minority-majority population (57%) of students are enrolled, with 83% retained in 2012 (four percentage points above university average). Another outcome of the Training Core is expansion of academic programs that meet community and workforce needs in this area (Post-Doctoral Program in Nursing Cancer and Health Disparities, an extension of the Accelerated Nursing PhD Program). The Survey and Statistical Methods Core integrates existing UMass Boston and Dana-Farber Cancer Institute resources to support collaborative research and career development of junior faculty members. The Outreach Core maximizes the dissemination and implementation of evidence-based strategies to promote cancer-prevention behaviors in faith-based settings, provide training opportunities for students in outreach research, and offer resources and support to U54 new and ongoing research projects. One URM UMass Boston alum and former trainee was hired as the Community Health Educator within the Outreach Core. This Core participates in the NCI National Outreach Network (NON) activities. Funding leveraged by the partnership is also contributing to enhanced university infrastructure that directly contributes to student success, workforce development, and community impact, such as the creation of the Center for Personalized Cancer Therapy and the new Integrated Sciences Complex. The partnership has produced 72 publications, and trained 22 early-stage investigators and 93 postdocs and student trainees. At a systems level, UMass Boston’s leadership in community collaboration has greatly influenced the creation of DF/HCC’s Initiative to Eliminate Cancer Disparities, which connects across all seven of DF/HCC’s member institutions.

**Community Impact:** Community engagement is a common thread throughout the U56/U54 Partnership. The robust Cancer Outreach Program integrates teaching, research, and service, which expands and strengthens existing relationships and activities. CRUZA, the Alliance for Latino Health through Faith and Action, is an example of a research partnership that expanded beyond DF/HCC and UMass Boston. Through the leadership of the Gastón Institute, CRUZA engaged the Boston College School of Theology and Ministry and 34 Latino parish communities throughout Massachusetts. CRUZA brings research-based cancer-education programs into parishes that play an essential role in Latino community life. CRUZA also facilitated partnerships among parishes and existing community resources, such as local health centers, YWCAs, and the Latino Health Insurance Program, which supported group education sessions and other awareness activities. CRUZA also enlisted 18 UMass Boston students, all bilingual in Spanish and English, who played integral roles in parish recruitment, cancer education, and program evaluation. Each parish also received a CRUZA toolkit, which includes a step-by-step guide for implementing parish-based health activities. The capacity of parish leaders was deepened through participation in Faith and Health workshops that aligned program planning and health activities with Catholic teachings related to social justice. A community advisory committee convened cross-sector leaders to guide the project, create culturally sensitive resources, and influence the study’s methods. In Lawrence, Massachusetts, St. Patrick’s Parish reinforced its cancerscreening message by using multiple strategies throughout the church community. The consistent messaging boosted parishioners’ comfort level with advocating for their own health-related needs. Activities ranged from one-on-one consultations with community resources, to health-related reminders from the pulpit, to printed materials such as posters, bookmarks, and bulletin inserts. One of the current community-engaged research projects explores the critical link between medical interpreters and the quality of cancer care for limited-English-proficiency
patients who are at risk for lower-quality care. Since interpreters experience high stress levels that cause challenges with retention, a two-phase study is identifying psychosocial needs of medical interpreters working with cancer patients in the Boston area, and subsequently developing an evidence-based resiliency program to enhance interpreters’ skills to effectively manage and cope with stressful encounters. A third initiative is studying attitudes, values, and practices of ethnically and denominationally diverse clergy and faith community nurses as they relate to end-of-life cancer care. Conclusions of prior studies show aggressive care at the end of life, particularly among black and Latino patients. Six clergy-training centers in Atlanta, Boston, and Chicago are developing an educational training intervention.

**VI. Jumpstart**

**Community Partners:** Dever Elementary School; Holland Elementary School; Roger Clap Innovation School; Boston Public Schools; Dorchester Head Start; Gertrude Townsend Head Start; Yawkey Center, Catholic Charities Boston; Winsor School

**Institutional Partners:** Office of Student Leadership and Community Engagement; Department of Psychology, College of Liberal Arts; UMass Boston Early Learning Center

**Purpose:** Jumpstart is a national early-education organization that recruits and trains college students to serve preschool children in low-income neighborhoods. Its proven curriculum helps children from low-income communities develop the language and literacy skills they need to be ready for kindergarten, setting them on a path to close the achievement gap before it is too late. Jumpstart also supports preschoolers’ social and emotional development, and trains and cultivates future teachers and leaders at UMass Boston. Children participate in 20 weeks of sessions, twice per week, designed to build language, literacy, and social emotional skills. Session plans are organized in six unit themes—Family, Friends, Wind and Water, The World of Color, Shadows and Reflections, and Things That Grow. Jumpstart’s staff members provide 40-plus hours of training and observe classroom teaching throughout the year to ensure quality and effectiveness. The efficacy of Jumpstart’s methods is demonstrated by significant and consistent school-readiness gains among the children served. The Office of Student Leadership and Community Engagement has collaborated with the Department of Psychology for several years to integrate PSYCH 479: Field Placement in Early Childhood Development into the Jumpstart model. In 2013, Jumpstart members also led a day of service at a partner site in which eighth-graders from a local school were supported to read and lead an activity for the children.

**Length of Partnership:** 1994 - Present

**Number of Faculty:** 2

**Number of Students:** AY 2012–2013: 99 student members, including 14 enrolled through PSYCH 479, 70 corps members, and 15 volunteers

**Grant Funding:** Corporation for National and Community Service

**Institutional Impact:** Serving as Jumpstart members has an enormous impact on UMass Boston students. Its Corps Members report the following:
- 99% are satisfied with their Jumpstart experience.
- 96% report Jumpstart has helped to build leadership skills.
- 84% report Jumpstart helped them be more connected to the Dorchester community.
• 22% changed their major to education or a related field.
• Corps Members also receive an Early Education and Care Certification, and are provided with 40 hours of intensive training to build their effectiveness as teachers. Psychology students receive credit through the service-learning course.

**Community Impact:** UMass Boston students leading Jumpstart’s curriculum at its seven partner sites served 200 children in 2012–2013. The students contributed a total of 30,500 volunteer hours. The results of these efforts demonstrate that more than 85% of Jumpstart children make gains in language and literacy skills, a key component of school readiness. In fact, extensive research and data compiled by Jumpstart nationally reflect that the majority of children served make at least one developmental gain. These gains support Jumpstart children by helping them build a foundation for long-term, sustainable success.

**VII. Mather School–UMass Boston Partnership**

**Community Partners:** Mather Elementary School, Boston Public Schools

**Institutional Partners:** Asian American Studies Program (AsAmSt); College of Education and Human Development; Division of Athletics and Recreation; School for the Environment

**Purpose:** UMass Boston’s Asian American Studies Program offers culturally-responsive instruction in the classroom with holistic practices of mentoring, community-building, service-learning, and advocacy to address the social and academic needs of students as well as the critical capacity-building needs of local Asian American communities. The Mather Elementary School in Dorchester has the largest Vietnamese Structured English Immersion (SEI) program in the Boston Public Schools, and Vietnamese American students from immigrant households represent nearly 40% of the student body. Faculty and students in the Asian American Studies Program have worked with Mather School classrooms since 1994, and recently gained fresh momentum following requests from Vietnamese SEI teachers to enhance their culturally responsive curriculum with additional resources and support. Faculty participation in CESI led to the redesign of ASAMST 294: Resources for Vietnamese Studies in order to respond to these requests. The partnership transcends boundaries between university and community. Nearly all Asian American Studies courses integrate civic engagement and community-focused content, inspiring many graduates to pursue careers at community organizations.

**Length of Partnership:** 1994 - Present

**Number of Faculty:** 4

**Number of Students:** 40 undergraduates, 1 graduate student

**Grant Funding:** Mini-grant from CESI through Performance Incentive Fund, Massachusetts Department of Higher Education

**Institutional Impact:** The UMass Boston Asian American Studies Program envisions long-term connections with Vietnamese American teachers at the Mather School and their SEI classrooms, which serve as both educational and community sites for reciprocal learning and development with UMass Boston Asian American Studies students, staff, faculty, and alumni. Students connect engaged learning, research, and service with personal identities and histories, and develop lifelong commitment to community and civic responsibility. Three of the four Mather
School Vietnamese SEI teachers are alumni of both the Mather School and UMass Boston’s Asian American Studies Program. In fact, authentic collaborations inspire the career paths of many alumni—alumni are teachers, social workers, health care providers, business entrepreneurs, and leaders of local Asian American community organizations as well as the first Cambodian and Vietnamese refugees to complete EdM and EdD degrees at Harvard. The Asian American Studies Program has been featured in the Chronicle of Higher Education and highlighted by the Association of American Colleges and Universities as a national model, and offers the most Asian American Studies courses, faculty, and community resources of any university in New England. Participation in Asian American Studies courses also prompted students to form the Asian American Studies Outreach (AASO) as a student-led organization with the goal of creating ongoing opportunities to be more active both on campus and in the local Asian American communities. AASO activities include providing translation services for community members and working with the Coalition for Asian Pacific American Youth, a youth leadership development program serving Asian American high school youth from metro Boston.

**Community Impact:** The Mather School partnership enhances tutoring and mentoring of students, facilitates bilingual communication and support to families, produces student- and community-centered curriculum resources for teachers and their classrooms, and develops collaborative research on issues critical to Vietnamese American children, families, and communities. Through coursework, Asian American Studies students developed children’s stories centered on themes relevant to Vietnamese culture. The stories were read at a “Publishing Day” event in the classroom, with parents and family members in attendance. One of the parents said that these opportunities “give me a chance to learn English too. I learn what he learns.” UMass Boston and Asian American Studies alum Ngoc-lan (Loni) Nguyen, now a fourth-grade teacher at Mather, then revealed that she had started teaching elementary English language to parents. In response to this emerging need, Asian American Studies faculty members are further redesigning courses so that undergraduates with bilingual Vietnamese-English skills can work closely with parents of Mather School children. In addition to the critical work with SEI classrooms, UMass Boston student-athletes support the Mather School through service projects, such as with classroom setup and schoolyard cleanup at the start of the school year. Students and faculty in the School for the Environment designed and built an outdoor classroom. Thus, the university strives to promote depth and breadth of the partnership to meet varied needs and opportunities with the Mather School.

**VIII. Green Harbors Project for Coastal Systems Stewardship and Resilience (GHP)**

**Community Partners:** Mystic River Watershed Association, Friends of Alewife River, Environmental Protection Agency, Chelsea Creek Action Group, Conservation Law Foundation, Tri-City Community Action Program, Southwest Corridor Community Development Corporation, City of Boston, Neponset River Watershed Association, National Park Service, Savin Hill Neighborhood Association, Savin Hill Yacht Club, Thompson Island Outward Bound, Boston Harbor Islands, tribal communities, Harvard School of Design, Harvard Extension School, SHIFTBoston, Friends of Fort Point Channel, Environmental Partners Group, Town of Wellfleet, Upper Cape religious communities, Waquuit Bay National Estuarine Research Reserve, Division of Marine Fisheries, Friends of Wollaston Beach, City of Quincy, City of Gloucester, Ocean Alliance, Charlestown Civic Association

**Institutional Partners:** School for the Environment; Center for Governance and Sustainability, McCormack Graduate School of Policy and Global Studies; Urban Harbors Institute; Division of Marine Operations
**Purpose:** In 2008, several units at UMass Boston signed an MOU with the City of Boston to initiate a No Discharge Area (NDA) monitoring project. The designation as an NDA prompted the creation of the Green Harbors Project. The designation made it clear that there is a need for more comprehensive assessment and analysis of local environmental conditions, and corresponding social and economic conditions. GHP develops student and citizen research initiatives such as marine invasive species, water quality, zooplankton sampling and analysis, and assessments of local saltmarshes and public beaches. GHP’s primary goal is to enhance the coastal ecosystem stewardship through research, education, and outreach projects in partnership with all stakeholders, including community organizations, governmental agencies, and neighborhood residents. GHP supports the integration of the needs of people and ecosystems. The program’s methodology is derived from a 1,500-year-old Native Hawaiian Ahupuaa approach, which uses ancient sustainable practices that emphasize the interconnectedness across land, water, and humans. GHP projects have involved community stakeholders and students in the integrated restoration of three keystone habitats: the main watersheds, coastal intertidal areas, and eelgrass beds in harbors. One long-term project has been underway at the Savin Hill Cove and Bay, one of the most polluted sites in Boston Harbor, but it still has life in a fringe salt marsh, few shellfish, and shorebirds that teach students about the resiliency of coastal ecosystems.

**Length of Partnership:** 2007 - Present

**Number of Faculty:** 1

**Number of Students:** 12 graduate students

**Grant Funding:** Massachusetts Environmental Trust ($80,000 for fish advisory project); additional funds totaling about $550,000

**Institutional Impact:** The model of the GHP weaves together environmental progress and community participation through education, engagement, and advocacy. Its projects provide opportunities for engaged teaching and learning for UMass Boston students through internships, capstone courses, independent studies, and other opportunities. The primary learning outcomes include the development of civic responsibility and the understanding of how academic scientific knowledge learned in the classroom is applied in the real world. These two outcomes help students build the connection between scientific knowledge and community advocacy.

UMass Boston’s director of the Green Harbors Project has written about these experiences in published articles and book chapters, including the “Green Boston Harbor Project,” a chapter in *Environmental Leadership*, Volume II, “Taking Action in the Face of Scientific Uncertainty: A Holistic Science Approach to Living within Coastal Ecosystems in Boston Harbor and Beyond,” in the *International Journal of Environmental, Cultural, Economic, and Social Sustainability*, and “National Estuarine Research Reserves (NERRs) as Common Grounds: Towards A Holistic Science Approach to Research, Education, and Outreach with Religious Communities to Enhance Climate And Environmental Literacy at Waquoit Bay, Cape Cod, Massachusetts” in the *United States Journal of Integrative Environmental Sciences*. Several published reports and student research papers directly inform communities about coastal challenges and recommendations, such as the Shellfish Enhancement for Green Harbors. The director of GHP received a Stewardship Award from the City of Boston and the 2013 Silver Award in Engineering Excellence from the American Council of Engineering Companies of Massachusetts. The latter award specifically honors the director’s outstanding professional design excellence in her collaboration with the town of Wellfleet. Along with increased recognition of the work and its director, GHP has spearheaded a global network of green harbors through the sharing of resources, technical
assistance, and best practices. The director represented UMass Boston at the United Nations Frameworks Convention on Climate Change, and the Savannah Ocean Exchange selected GHP’s global green harbors proposal as one of 33 showcased solutions to be shared in conjunction with its Solutions Exchange.

Community Impact: GHP strives to eliminate dead zones in harbors, and involve local community stakeholders in the learning, research, and dissemination processes. The project has worked collaboratively with more than two dozen community organizations and government agencies, as well as dozens of community residents. The director has become somewhat of an icon within the closest project area, the Savin Hill Cove and Bay, where residents consistently speak out about the commitment and contributions through her own involvement and that of her students. The GHP project expanded to Wellfleet Harbor, a unique ecosystem that is also home to a centuries-old shellfishing industry and a growing aquaculture tradition of oysters and hard clams. GHP’s Oyster Propagation Project established an approximately two-acre oyster settlement ground at the Duck Creek site in Wellfleet Harbor and is expected to provide the following benefits: approximately 2.5 million additional oysters annually; potential increase in commercial shellfish value of $1 million; 140 million gallons of increased water filtration daily; 3,500 pounds of nitrogen sink per year. Outcomes of this project site will be coupled with nearby salt marsh restoration in Mayo Creek. In December 2011, UMass Boston was selected by the Environmental Protection Agency Region 1 to lead the urban watershed restoration in the Boston area. As a result, SFE capstone classes have had the opportunity to work on seven pilot sites selected by local communities within the Mystic River Watershed. Student projects have contributed to stewardship activities addressing water quality, restoration, and fish advisory in Mystic River areas. GHP also helped develop the summer storm water educational program with local communities and youth green teams. Similarly, GBH supported youth environmental stewardship education programming through collaboratively sampling and analyzing river water quality and reporting findings and recommendations to public officials and local communities in the Neponset River Watershed. Students responded to community concerns about Wollaston Beach by monitoring and restoring keystone coastal habitats to improve beach water quality. In the Fort Point Channel, a project designed biomimetic floating salt marsh to improve water quality in degraded channels where shoreline space is limited. Another GHP project worked with Native community members, the National Parks Service, Boston Harbor Islands, and others to build a replica fish weir and seed soft-shell clams to restore their population on Thompson Island, which sits at the confluence of the three rivers draining into Boston Harbor and is a sacred site to Native American communities. At Waquoit Bay, a community-based participatory research project involved listening to the needs of the various religious communities in the Upper Cape area, through conversations, interviews, surveys, and as a participant observer at events and services around the issues of coasts, climate change, and community stewardship. The project then implemented selected programs and events as suggested, including energy events and environmental education.

IX. The Forum for Cities in Transition (FCT)

Community Partners: More than 200 delegates and community stakeholders from 14 divided cities around the world, including Baghdad, Beirut, Belfast, Derry-Londonderry, Haifa, Jerusalem, Kaduna, Kirkuk, Mitrovica, Mitte (Berlin), Mostar, Nicosia, Ramallah, and Tripoli; Crisis Management Initiative; Institute for Global Leadership at Tufts University

Institutional Partners: John Joseph Moakley Chair of Peace and Reconciliation, McCormack Graduate School of Policy and Global Studies
Purpose: The FCT was founded by Professor Padraig O’Malley, whose global reputation is grounded in his instrumental role in organizing the Amherst Conference on Northern Ireland in 1975 and the historic Good Friday Agreement in 1998. In 2007, O’Malley, in collaboration with Nobel Prize winner Martti Ahtisaari’s Crisis Management Initiative, the Institute for Global Leadership, and Tufts University, assembled senior negotiators from Northern Ireland and South Africa to meet in Helsinki with their counterparts from Iraq. O’Malley spent six months in Baghdad meeting with members of the Iraqi parliament to arrange meetings in Helsinki. There was a second round of talks (Helsinki II), and then 36 leaders from all political parties in Iraq met with the same Northern Ireland and South African facilitators and negotiators, resulting in the Helsinki Agreement, a series of principles that became the basis for exploring political reconciliation in Iraq in 2009. These successes led to the FCT as a permanent international network of government and nonprofit leaders, academics, students, and the business community from divided societies around the world. They represent 11 countries and are equally representative of all sides of their civil conflict and religious divides. The leaders share lessons learned on strategies of reconciliation and the arduous process of restoring trust in conflict-ridden countries. FCT holds an annual conference in rotating member cities to work on the principle that cities that are in conflict or have emerged from conflict are in the best position to help other cities in similar situations.

Length of Partnership: 2007 - Present

Number of Faculty: 6

Number of Students: 10

Grant Funding: American Ireland Fund, Irish Aid, U.S. Embassy in Baghdad, Rotary International

Institutional Impact: Forum for Cities in Transition, an initiative of UMass Boston, is led by Professor Padraig O’Malley, who has dedicated years of fieldwork and scholarship to bringing peace to divided cities. The Forum’s unique method and process have been expressed in Professor O’Malley’s published research on conflict intervention and rehabilitation in his internationally acclaimed books and journal articles, including The Uncivil Wars: Ireland Today (1983), Biting at the Grave (1990), and Shades of Difference: Mac Maharaj and the Struggle for South Africa (2007). A local filmmaker is currently making a documentary on O’Malley called The Peacemaker. His 15-year documentation of the transition from apartheid to democracy in South Africa, The Heart of Hope, is available at the Nelson Mandela Foundation website. O’Malley has received numerous awards recognizing his leadership, such as the 2010 Peacemaker’s Award from the Association of Dispute Resolution. O’Malley’s courageous work has been an inspiration to colleagues at UMass Boston and has promoted highly impactful community engagement at a global scale. His tactful diplomacy led to the engagement of Nelson Mandela and South African parties to play a critical role in peace negotiations among warring parties from Northern Ireland, a process that prompted the Good Friday Agreement. From this success, the FCT has institutionalized the university’s effective leadership—and the creation of the John Joseph Moakley Chair of Peace and Reconciliation—to implement a collaborative model of reconciliation in divided cities across the globe. Students, faculty, and staff involved in the FCT conferences gain a global understanding of the peacemaking process.

Community Impact: O’Malley helped broker peace in Northern Ireland by leveraging leaders in South Africa, including Nelson Mandela, to share experiences and strategies for reconciliation. This work led directly to the Good Friday Agreement in 1998. The Forum for Cities in Transition was subsequently developed as an annual convening utilizing an outcomes-based approach in
which each city makes a commitment to carry out a project that will further transition, reconciliation, and development, and identifies proposed outcomes. Commitments are designed so that cities on the higher rungs of transition assist those on the lower rungs, with the premise that divided cities collectively can do what they cannot do individually. The process is reciprocal because in serving their sister cities, those further along in transition are sharply reminded of where they once were, where they are now, and where they hope to go in continuing their own processes of transition and reconciliation. The 2012 conference included nearly 100 international delegates from four continents, 14 cities, and more than 20 pledged projects, including efforts at business regeneration, police trainings, strengthening community engagement, and education and cultural exchanges. For instance, implementation of cross-city projects have delivered new and better municipal services such as mail delivery in East Jerusalem and more intelligent policing in Mitrovica/Kosovo, the formation of women’s advocacy groups in member cities, and an international youth forum that fosters a new generation of international diplomats who are interested in cross-cultural peace building. Baghdad and Haifa committed to knowledge exchanges with Kaduna to share agricultural best practices. In Tripoli, 1,000 students are participating in remedial learning projects. In each of these activities, the process of working together has improved relations between inter- and intra-religious groups at the local and international level in and across member cities.

X. Building Capacity for Inclusive Employment for People with Disabilities

Community Partners: National Association of State Directors of Developmental Disability Services; state developmental disability agencies in 29 states; Massachusetts Department of Developmental Services; Association of University Centers on Disability, National Council on Independent Living, Association on Higher Education and Disability and National Down Syndrome Congress; Saudi Arabian government: JEED and NIVR in Japan; Corporation for National and Community Service

Institutional Partners: Institute for Community Inclusion, School for Global Inclusion and Social Development

Purpose: ICI offers pre- and in-service training, technical assistance, exemplary service, applied and translational research and dissemination, and policy and systems-level change, to address the needs of persons with developmental and other disabilities across the life cycle. One core area of ICI’s work leverages partnerships at the state, national, and international levels to contribute to the employment needs of this population as well as those that work and serve them as educators and service providers. ICI is working with Massachusetts’s Department of Developmental Services to integrate employment and training services and to adopt common language and definitions. The Work Experience and Individuals Placement Programs offer training, evaluation, and job placement support directly to people with significant disabilities. Through the National Service Inclusion Program, ICI is examining how national service can serve as a gateway to employment for people with disabilities, including veterans. This new iteration of the project, NextSTEP, has two demonstration sites to examine service as a pathway to increased economic independence. ICI created the State Employment Leadership Network (SELN) in collaboration with the National Association of State Directors of Developmental Disability Services to jointly develop strategies to increase employment options across state DD agencies. Internationally, ICI is partnering with agencies in Saudi Arabia and Japan to create a comprehensive employment training and placement system.

Length of Partnership: 1967 - Present
Number of Faculty: 8

Number of Students: 286 students (from fellowships, graduate assistants, tuition assistance supports, and summer employment) from more than 13 institutions of higher education and representing more than 22 disciplines. The vast majority of the students at the ICI are from UMass Boston.

Grant Funding: National Institute on Disability and Rehabilitation Research, U.S. Department of Education; Rehabilitation Services Administration; Massachusetts Rehabilitation Commission; Corporation for National and Community Service; Massachusetts Department of Developmental Services; Maternal and Child Health Bureau; Florida Developmental Disabilities Council; Duskin Foundation; Nippon Foundation (Japan)

Institutional Impact: ICI’s track record and leadership in inclusion efforts led to the university’s new School for Global Inclusion and Social Development—the first graduate school in the world to focus on inclusion, wellness, and economic development from an international perspective. The expertise and achievements within the work of ICI will therefore be leveraged to train the next generation of leaders working across sectors to support the inclusion of all people. ICI’s history of achievements has also led to its increasingly global expertise, new sources of funding, and growth in faculty and staff across disciplines.

Community Impact: ICI’s has a tremendous reach, with 83 projects or major initiatives located in all 50 states and seven countries. Its focus spans areas such as employment, education, recreation, and health care. Furthermore, 475 students participated in classroom training, 11,959 participated in training and technical assistance activities, 758 in demonstration programs, 1,120 in research and program evaluation activities, and 7,135 in the development of dissemination materials. Within the employment focus, ICI has had the following impact:
- Trained Saudi government in person and through distance support
- Established office in Japan to support expanding services for people with disabilities

SELN Network is working with agencies in 29 states and has achieved several outcomes:
- Publication of an Employment First document that is supporting state agencies with placing employment and related resources as the top agency priority
- Assisted the Centers for Medicare and Medicaid Services (CMS) in redefining employment as a service under selected waivers for state agencies. The changes in policy around CMS waiver reimbursement for those individuals who are employed have the potential for altering the emphasis on employment in all states nationally.
- Three to five communities of practice will be convened annually to do intensive work on issues that support their state-level systems-change efforts.
- Five to 10 states were selected for more intensive engagement and received technical assistance to develop a state-level consortium that will assist in local employment systems change.

In 2012–2013:
- The Work Experience Program supported participation of 18 individuals with significant disabilities in a six-month paid work experience at Children’s Hospital. Those completing the program are supported with placement into individual jobs in other settings, and two were hired by the hospital.
- The Individuals Placement Program evaluated, placed, and supported 35 individuals with significant disabilities in part- and full-time jobs in industries where competitive wages were paid for work performed.
· More than 1,431 events have addressed a range of training activities in employment, education, health care, and transition, reaching 20,046 participants.
· ICI’s ongoing data collection (housed in a state data website: www.statedata.info) provides accessible information on employment outcomes at national and state levels.

**XI. UMass Boston Brazilian Immigrant Center Partnership**

**Community Partners:** Brazilian Immigrant Center (BIC); Massachusetts Coalition for Domestic Workers; Immigrant Worker Center Collaborative; U.S. Department of Labor’s OSHA, Region One

**Institutional Partners:** Gastón Institute; Labor Resource Center, College of Public and Community Service; Departments of Anthropology, Applied Linguistics, Psychology, College of Liberal Arts; School for the Environment; College of Science and Mathematics; College of Nursing and Health Sciences; Office of International and Transnational Affairs, Office of Community Partnerships, Office of Student Leadership and Community Engagement, Office of the Chancellor

**Purpose:** UMass Boston signed a memorandum of understanding with the Brazilian Immigrant Center in 2012 to formalize the long-term relationship and collaborative projects in teaching, research, and service that the two institutions have shared. Partnership activities have become significantly more robust in the past two years. Deeply rooted in authenticity and emergence, this collaboration continues to yield fruitful opportunities that serve the community and university equally. The partnership’s high activity has increasingly led to the involvement of faculty, staff, and students from diverse units across campus. In 2012, the new Transnational Brazilian Project, housed in the Gastón Institute with support from OITA and in partnership with BIC, was developed to leverage a network of UMass Boston faculty and students to expand transnational, transdisciplinary, and transcultural activities focused on Brazilian immigrants in Massachusetts and the United States, as well as Brazilians residing in Brazil. It also facilitates collaborations and engaged research between UMass Boston and universities and agencies in Brazil.

**Length of Partnership:** 2005 - Present

**Number of Faculty:** 5 UMass Boston faculty, plus several faculty participating through partnerships with universities in Brazil

**Number of Students:** 27 students, including 16 UMass Boston undergraduates, 3 UMass Boston graduates, 4 undergraduate and 3 graduate students from Brazilian universities, and 1 graduate student from another Boston-area university

**Grant Funding:** Sociological Initiatives Foundation, OITA

**Institutional Impact:** Initially, BIC served as a site for internships for UMass Boston students, connected to studies in multiple colleges, such as the College of Management and the College of Liberal Arts. Students have been engaged with BIC’s Immigrant Justice Project attorney and helped represent BIC at health fairs. Newer initiatives include several collaborative research projects, such as A Social Profile of Brazilian Housecleaners in Massachusetts, and are providing faculty and students with research opportunities. Survey results are informing scholarly publications by faculty members, such as *Domestic Workers, U.S. and Globally: Invisible and Excluded, But Emerging from the Shadows*, and lead presentations at national conferences, including involvement on a “Domestic Labor” panel at the Eastern Sociological Society Annual Meeting in 2014. The Transnational Brazilian Project (TBP) is an innovative component of the partnership, allowing community-engaged research to transcend geographic boundaries. In its
first year, UMass Boston students and faculty from the College of Science and Mathematics, the School for the Environment, the College of Nursing and Health Sciences, the College of Public and Community Service, and the College of Liberal Arts have engaged in projects taking place in Brazil and Massachusetts. TBP also brought seven students from Brazil to participate in exchange trips to UMass Boston. An undergraduate research assistant was inspired to lead an alternative-break trip to Porto Alegre, Brazil, through the university’s Beacon Voyages for Service Program in the Office of Student Leadership and Community Engagement. Through a partnership with the Center for Environmental Education, 12 participating students, accompanied by an advising faculty member, worked with youth and waste-management sites to address environmental and social issues directly affecting citizens of Brazil.

**Community Impact:** Two four-hour trainings were provided to activists from the Brazilian Immigrant Center and allied organizations, such as the Massachusetts Coalition for Domestic Workers and the Immigrant Worker Center Collaborative. These workshops trained community organizations’ staff about the state legislative process, so that community leaders have the capacity to leverage partnership activities to shape policy, such as the Domestic Workers Bill of Rights. Ten Brazilian housecleaners were trained as community researchers to develop and administer a survey that led to the report, “A Social Profile of Brazilian Housecleaners in Massachusetts.” The report documented the working and living conditions of domestic workers in the Brazilian community, including several key findings: a high level of wage theft related to poorly defined job duties and hours, chronic “job creep,” and lack of contracts; and 81% reported using earnings to support additional friends and family members. The report is being used to refine educational campaigns for legislators, lobbying arguments, and public messaging for BIC’s current Domestic Workers Bill of Rights campaign. Findings also informed testimony given by BIC staff and workers at a successful 2013 public hearing before the Massachusetts Legislature’s Joint Committee on Labor and Workforce Development. In April 2014, the bill was successfully passed by the Massachusetts House of Representatives. Results were also widely disseminated to all the member organizations of the Massachusetts Coalition for Domestic Workers. In addition, the report is helping to shape a new, first-ever, two-hour domestic worker safety and health course, currently being finalized through a partnership between the U.S. Department of Labor’s OSHA, Region One, and the Brazilian Immigrant Center. The training will cover ergonomics, protection against blood-borne pathogens, toxic cleaning products, violence and discrimination in the workplace, and sexual harassment. A pilot training scheduled to run in 2014, with sessions offered in Connecticut and Massachusetts, is expected to be used as a national model. Finally, research activities under the Transnational Brazilian Project have provided services to Brazilian families throughout Massachusetts and in specific communities in Brazil. One project provided free in-depth evaluation reports in Portuguese to mothers with infants, and included specific recommendations regarding child development and educational resources based on the location in which the families are living (Massachusetts or Brazil). The university has also made campus space available for BIC partnership activities.

**XII. LIFT-Boston Partnership**

**Community Partners:** LIFT-Boston, Roxbury and Somerville locations

**Institutional Partners:** Department of Public Policy and Public Affairs, McCormack Graduate School of Policy and Global Studies; Office of Community Partnerships; Office of Career Services and Internships; Honors Program; College of Public and Community Service

**Purpose:** LIFT is a national nonprofit that operates two resource centers in the Greater Boston area to help low-income individuals and families obtain the resources and services needed to become economically self-sufficient. UMass Boston and LIFT-Boston explored opportunities for
collaboration when LIFT first opened in Boston. LIFT’s model leverages the capacity of college students by offering intensive training and skill-building sessions to enable them to serve as “advocates.” In addition to recruitment of student volunteers, LIFT-Boston expressed a need to conduct research and assessment in order to better understand the efficacy of its efforts. In 2012, the Office of Community Partnerships initiated a connection between a UMass Boston professor and LIFT-Boston’s executive director regarding the first collaborative research project on the impact of LIFT’s services on the well-being of clients.

Length of Partnership: 2012 - Present

Number of Faculty: 1

Number of Students: 7 PhD students, 7 undergraduates

Grant Funding: none

Institutional Impact: UMass Boston Public Policy PhD students got hands-on experience conducting collaborative problem identification and goal setting to evaluate the effectiveness of the organization’s unique service delivery model. Students collected administrative data, administered a survey, and conducted interviews and focus groups to explore client well-being. The supporting faculty member and students completed a report, titled “Uplifting: Improvements in Boston Area Client Well-Being,” in April 2013 and co-led a public presentation to disseminate findings to LIFT staff and community members. One university staff member also serves on the advisory board of LIFT-Boston. Undergraduate students have also been trained to serve as advocates that work one-on-one with LIFT clients in order to connect them to services and provide support to them. Serving as advocates greatly impacts students’ careers and personal trajectories. One student advocate incorporated her experiences into her honors thesis.

Community Impact: The 84-page report provided LIFT with vital information about how its unique service model impacts clients across several objective and subjective dimensions of well-being, including economic, internal, and community dimensions. The collaborative research also focused on how these impacts may translate into increases or decreases in student achievement within a family. Findings show that LIFT clients tend to be adults aged 45 years or older. More than 50% of LIFT-Boston clients live alone. Nearly half of LIFT-Boston clients are unemployed, with nearly 67% receiving food stamp benefits. Besides employment, LIFT-Boston clients report problems with housing and housing expenses. Regression results show that LIFT-Boston may increase objective client well-being in housing and food stamp assistance, showing an increase of 17.5% in food stamp receipt for LIFT-Boston clients and an 18.6% decrease in housing issues. Overall, findings suggest that LIFT-Boston offers a unique set of services to adult clients in the Boston area. Clients experience caring and respectful relationships with LIFT advocates. While limited changes in objective well-being were observed, interviews suggest that clients’ self-confidence is greatly increased when small steps are made toward larger life goals. Limited evidence suggests adult well-being may translate to students, although much deeper analysis is needed. Implementation of the report’s recommendations is currently in process. The report’s extensive insight prompted interest from the leadership team at LIFT’s national office—the findings are being utilized in LIFT’s six sites across the nation, and further discussion regarding additional research projects is taking place between UMass Boston and LIFT.
XIII. Success Boston: College Completion Initiative

Community Partners: Network Partners: Boston Public Schools (BPS); City of Boston Mayor’s Office; The Boston Foundation; Boston Opportunity Agenda; and 37 Massachusetts colleges and universities; Transition Support and Implementation Partners: Bottom Line; Freedom House; American Student Assistant (ASA); Boston Private Industry Council; uAspire Boston; Hyde Square Task Force; Boston Public Schools;

Institutional Partners: Office of the Chancellor; Academic Support Services and Undergraduate Studies; Financial Aid, Enrollment Management

Purpose: UMass Boston’s long-standing commitment to formalized precollegiate programs spans 37 years and currently serves more than 1,600 youth, the vast majority of whom attend BPS. Five of the university’s precollegiate programs provide low-income and first-generation college-bound students, students with disabilities, and students who are underrepresented in postsecondary education with the skills, knowledge, and motivation to successfully attain higher education degrees. Over the past five years, about 95% of participants have enrolled in college after high school graduation, compared with 66% nationally. Success Boston was launched following a 2008 study that found only 35.5% of BPS graduates who enrolled in college earned an associate’s or bachelor’s degree within seven years. Distressed by these findings, the mayor challenged the city to double the college-completion rate for BPS graduates, which led 37 Massachusetts colleges and universities to accept the invitation of UMass Boston Chancellor J. Keith Motley, co-chair of the Mayor’s Success Boston Task Force, to join the initiative. The partnership between colleges and nonprofit organizations provides comprehensive support and wraparound services to BPS students and graduates so students persist through the obstacles that inevitably stand in the way of degree attainment.

Length of Partnership: 2008 - Present

Number of Faculty: 5

Number of Students: 649 BPS graduates currently being supported through the program at UMass Boston; current BPS students are also participants and are not included in this number.

Grant Funding: The Boston Foundation, 2009–2014 to support BPS’s first district-wide director of college readiness, transition support staff at six nonprofit organizations, and the planning process among sectors and within participating higher education institutions working collaboratively on systems change.

Institutional Impact: UMass Boston has formed a Success Boston team of university administrators, advisors, and coaches from nonprofit community agencies to work with BPS students as they transition from high school to and through college. The ability to track and use data to inform program alterations as themes emerge allows UMass Boston to be an innovative leader among the Success Boston network. The program also has the potential to be used as a national model. Most important, the work of Success Boston is directly addressing a university priority and supporting its strategic objectives and its founding mission. The gains made in student achievement, retention, and degree attainment as reflected in the data indicate that the university is moving in a positive direction toward advancing student success, especially among the urban population, to which UMass Boston has had a long-standing, historic commitment.

Community Impact: Results are showing consistent progress as measured by persistence and
performance. The percentage of the 2012 cohort on track at the end of the first year (defined by minimum 2.5 GPA/24 credits/six-year graduation) increased to 53% from 42% in 2011, 41% in 2010, 36% in 2009, and 26% in 2008. At the same time, the percentage of students in the 2012 cohort “OffTrack Both” indicator decreased by 23 percentage points to 22% from 45% for 2008. In terms of year-to-year retention rates, Cohorts Three and Four have made significant gains from first to second year (89% and 87%, respectively) as compared with Cohorts One and Two (80% and 79%, respectively). Second-to-third-year data shows a major improvement in Cohort Three in relation to the first two cohorts—79% continued into the third year compared to 64% and 65%, respectively (data not yet available for Cohort Four). Students in Cohorts One and Two had a 57% and 56% retention rate between the third and fourth year (Cohort Three data not yet available). Students in the program were found to have retention rates more than 20 percentage points higher than those of peers who did not participate. Several new developments occurred in AY 2012–2013. A Men’s Group Initiative was designed by a peer mentor to bring together incoming participants with more experienced college students; about 15 students participated in each of four sessions. The PUSH Program at Freedom House utilized an embedded model that exposed students to leadership and civic-engagement opportunities while providing one-on-one coaching on-campus. UMass Boston hired its own part-time transition coach to manage a caseload of 15 BPS graduates; 154 individual meetings were led. At a systemic level, an intensive planning process brought together more than 200 individuals across the network to address key barriers, including contextual issues on- and off-campus that affect the academic success of BPS graduates. An online directory with contact information is also being developed as a publicly available resource for students. The initiative’s strategic plan includes collaboration among UMass Boston and other universities with BPS teachers to strengthen and align curricula across grade levels. The directors of financial aid at UMass Boston and a community college are co-chairing a work group that includes cross-sector representatives to standardize information in financial aid award letters and to incorporate financial literacy into the curriculum. UMass Boston is one of five institutions participating in a work group with high school and nonprofit staff to develop “transition-to-college” courses for college-bound 12th graders tailored specifically to the needs of BPS graduates.

XIV. Addressing Structural Causes of Poverty through Capacity-Building Initiatives in Boston

Community Partners: Family to Family Project, Project Hope, Home Start, Travelers Aid, Coalition of Occupied Homes in Foreclosure, One Family Inc., City of Boston, Boston LISC, Codman Square Neighborhood Development Corporation, Family Independence Initiative, Mattapan Community Development Corporation, Metropolitan Boston Housing Partnership, Southwest Boston Community Development Corporation, Mattapan United, Thrive in 5, Dudley Street Neighborhood Initiative, Dorchester House Multiservice Center, Family Nurturing Center, United South End Settlements, Community Partnerships for Children, Children’s Services of Roxbury, DotWell, Black Ministerial Alliance of Greater Boston, Metropolitan Boston Housing Partnership, Boston Housing Authority, and Homes for Families

Institutional Partners: Center for Social Policy, McCormack Graduate School of Policy and Global Studies; College of Education and Human Development; College of Liberal Arts, Psychology Department; College of Management

Purpose: The Center for Social Policy (CSP) creates avenues of understanding for social issues, building organizational capacity to improve planning, processes, and partnerships. CSP believes that “to build knowledge from the ground up” constituent engagement in research must illuminate the realities faced by families living in poverty, in a language and format that policy
makers and practitioners can understand. CSP has served as a key partner in multiple initiatives in Boston focusing on leveraging models of collective impact and collaboration to address structural causes of poverty. Projects have addressed areas that fall under community development, such as housing and homelessness, health care, education, and employment. The interconnectedness of many of these initiatives cannot be ignored, because partnering organizations are participating in multiple efforts, with overlapping outcomes and findings informing systems-level and policy change. For instance, Project Hope has been part of multiple collaborations with CSP on projects related to housing stability, wraparound services for education, health and workforce development, and place-based programs. The flexibility and authenticity of these collaborations are reflected by the ability to respond with creative solutions as themes emerge.

**Length of Partnership:** 2005 - Present

**Number of Faculty:** 16

**Number of Students:** About 28 graduate and undergraduate students

**Grant Funding:** Paul and Phyllis Fireman Charitable Foundation, Hyams Foundation, Boston Foundation, W. K. Kellogg Foundation, United Way of Massachusetts Bay and Merrimack Valley

**Institutional Impact:** The continued success of CSP has led to an increase in grant-funded projects. Graduate and undergraduate students engaged in activities gain practical experience with collaborative research methods. Students also have the opportunity to use their multilingualism as an asset by conducting interviews with families in their native languages. Projects have led to interdisciplinary collaborations with faculty members in varied units, such as management, early education, and public policy. For instance, students in a College of Management class gained firsthand experience developing an app to serve the needs of a network of community organizations. CSP’s director has received numerous invitations to serve as a strategic advisor for foundations, the United Nations, and other city, state, and national leaders. Examples include presenting at the Massachusetts Family Impact Seminar and a UN conference to develop an agenda addressing extreme poverty.

**Community Impact:** Partner agencies have a deeper understanding of the efficacy of programs and services, and whether they are meeting goals and achieving intended impacts. *Example:* CSP measured specific outcomes related to pilot housing interventions aimed at reducing family homelessness, which discovered that 400 or more homeless families were connected to affordable housing units provided by private and nonprofit property owners over a two-year period.

- Community organizations are often provided with feedback directly applicable to their work.  
  *Example:* Organizations provided with recommendations regarding possible career pathways for entry-level workers in their service population.
- Deeper collaborations between community organizations lead to greater impact.  
  *Example:* The advocacy community united around a very limited number of foreclosure-prevention legislative proposals, leading to one being passed and signed into law.
- Create opportunities for community stakeholders and residents to provide input that actually informs program practices and, eventually, policy changes.
Example: Assisted organizations with generating and analyzing information gathered from community residents, which then informed their action and evaluation priorities.

- Co-created knowledge informs policy.
  
  *Example:* Findings from a homeless prevention initiative informed testimony to the Massachusetts Joint Committee on Housing Oversight on family homelessness.

- Respond to emerging themes and needs.
  
  *Example:* College of Management students are developing an app to make it easier to track member families’ participation in Thrive in 5 programming aimed at increasing kindergarten readiness.

- Families receiving services are given opportunity to provide feedback through culturally inclusive research methods.
  
  *Example:* UMass Boston students, speaking seven different languages among them, conducted interviews with families in their preferred language.

XV. **Massachusetts Office of Public Collaboration-Massachusetts Community Mediation Center Grant Program**

**Community Partners:** Legislators and 15 community mediation centers across Massachusetts: Cape Mediation; Community Dispute Settlement Center, Inc.; Dispute Resolution Services, Inc.; Greater Brockton Center for Dispute Resolution; Housing and Mediation Services Program of the Berkshire County Regional Housing Authority; Law Center of Middlesex Community College; Martha’s Vineyard Mediation Program, Inc.; Mediation Program of Family Services of Central Massachusetts; Mediation Services of North Central MA, Inc.; Metropolitan Mediation Services of the Brookline Community Mental Health Center, Inc.; Metro West Mediation Services, Inc.; North Shore Community Mediation, Inc.; Quabbin Mediation, Inc.; Mediation and Training Collaborative of Community Action of the Franklin, Hampshire, and North Quabbin Regions, Inc.

**Institutional Partners:** Massachusetts Office of Public Collaboration (MOPC) at UMass Boston; Department of Conflict Resolution, Human Security, and Global Governance, McCormack Graduate School of Policy and Global Studies

**Purpose:** In our 2006 application, we highlighted the precursor to this partnership, the Massachusetts Community Mediation Center Network. That informal coalition, supported by MOPC, started in 1998. This new phase began in fiscal 2011, when the Community Mediation Coalition of Massachusetts (CMCM) turned to the Massachusetts Office of Public Collaboration (MOPC) at UMass Boston—the statutory state agency for dispute resolution—to investigate ways of implementing a statewide vision for community mediation and create opportunities for the mediation centers to emerge from their financial difficulties. With university support, MOPC and CMCM centers vetted this vision with legislative leaders, and it was determined that a criteria-based system for distributing appropriated funds and evaluating the effectiveness and impact of publicly sponsored mediation services was needed to validate increased state investment. The resulting study, “Legislative Study: A Framework to Strengthen Massachusetts Community Mediation as a Cost-Effective Public Service,” was completed by MOPC and published by UMass Boston in November 2011. Based on the study’s recommendations, in July 2012, the legislature enacted Massachusetts General Law Chapter 75 §47 and supported the establishment of the Mass Community Mediation Center Grant Program. This MOPC program provides grants of operational funds to eligible centers that supply community mediation services to the public, particularly low-income and marginalized populations, broadening access to mediation that encompasses sustainability of community mediation providers and the cultivation of community roots.
Length of Partnership: 2010 - Present

Number of Faculty: 1 faculty member serves on the program advisory committee; 3 MOPC staff, 58 mediation centers staff, 147 board members, and 502 volunteers

Number of Students: 2 graduate students assisted MOPC with the legislative study and 3 graduate students interned at one of the grant program mediation centers, Community Dispute Settlement Center in Cambridge.

Grant Funding: $650,000 for fiscal 2013 from Massachusetts Legislature

Institutional Impact: The partnership engages UMass Boston students and faculty in service-learning, research projects, and scholarly publications (e.g., legislative study, Parent Mediation article). With the help of UMass Boston, community mediation is now supported as a public service within higher education. MOPC collaborates with the Department of Conflict Resolution, Human Security, and Global Governance, and one of its faculty members sits on the advisory board.

Community Impact: This partnership has broadened the use of community mediation as an affordable public service for the citizens of the Commonwealth of Massachusetts. It has transformed the situation of community mediation in Massachusetts from crisis into opportunity, helping to stabilize the delivery of community mediation services. In fiscal 2013, the partnership has resulted in the training of more than 500 volunteer mediators; 4,219 mediations for primarily low-income residents; and 3,022 fully or partially resolved conflicts. Mediation centers have assisted an additional 361 organizations and courts. This model has also inspired community mediation advocates in other states, such as Virginia and Minnesota. The program has enabled participating centers to make strides toward reaching the overarching goal of enlarging access to, and utilization of, dispute resolution. The estimated monetary benefit from Massachusetts community mediation is more than $8 million. The actual monetary benefit may be much higher. The following is a sample of these monetary impacts:

Cost Savings:

1. $3,857,032 saved to parties from face-to-face mediations conducted by 14 centers.
2. $1,213,500 saved to the court system and $242,700 to parties from successfully mediated small-claims, summary process, and minor criminal cases in Fiscal Year 2013.
3. $480,000 saved to parties from 96 successful divorce mediations.
4. $88,046 saved from avoided student suspensions or expulsions as a result of 266 successful peer mediations conducted by four Massachusetts community mediation centers.
5. $76,195 saved from 49 juvenile cases going through court.
6. $40,000 saved to local businesses/organizations from workplace mediations.

Resources Leveraged by MA Community Mediation

1. $790,500 leveraged by 502 volunteer mediators at 14 Massachusetts community mediation centers.
2. $747,600 worth of mediation trainings for 1,246 community members.
3. $517,500 from reinvesting in existing centers with established networks of volunteers, referral sources, and programmatic funders.
4. $128,570 in matching funds raised by centers for the $472,000 in Fiscal 2013 state operating grants.
5. $127,180 pro bono administrative services from staff and volunteers.
Not all impacts from community mediation are quantifiable. Often, the value of qualitative outcomes are treasured more by centers and those that seek their services than the more quantifiable impacts commonly used for policy making. In order to assess the breadth of these qualitative outputs/outcomes, qualitative indicators of impact were developed and categorized, as follows:

- Increasing access to free/low-cost mediation services
- Addressing diverse disputes
- Diversity of mediators, board, clients, and provision of services to a range of income groups
- Community awareness and involvement
- Financial independence
- Mediator excellence

4. Changes in quality, quantity, impact since 2006

It is clear that UMass Boston’s understanding of its partnerships has grown significantly since 2006. The creation of OCP has built the university’s capacity to capture and communicate the story of its partnerships. The documentation efforts and organization of partnership data have helped us build a solid foundation from which the university can strengthen the quality, depth, and impact of its partnerships.

Fifteen of the 20 partnerships submitted in 2006 continue today. Five of these are included in this partnership grid, reflecting long-term commitments and depth of relationships that have allowed new opportunities to emerge. Internal collaboration has strengthened the relationship with the Eastern Pequot Tribal Nation, notably through technical assistance from INENAS that has brought in $13,000 for the community, renewable on an annual basis. INENAS has also served as a convener among Native communities who are partners of the university; the learning that takes place enriches new perspectives among community members, faculty, staff, and students. Clearly, this authentic collaboration has developed far beyond the borders of archaeology.

BATEC’s programming also grew exponentially. It is supporting a larger network—three new community colleges and 19 additional K-12 school systems—to build a diverse pipeline in the Boston-area IT workforce, and BATEC’s impact recently led to its national scaling.

The new Success Boston partnership is an outgrowth of the university’s extensive pre-collegiate programs (two groups were reported in 2006) designed to address the low college-completion rates of BPS graduates. The depth of the university’s involvement extends far beyond implementation at its own campus. Its leadership among other campuses and on special working groups shows the university’s commitment to addressing root causes of problems and systems change.

Ultimately, while the improved infrastructure has allowed the university to be better equipped to report on partnerships this year (e.g., documentation), it is also playing a key role in building alignment, reducing duplication, and creating a culture of assessment. Impact data is increasingly more visible in our partnerships as compared to 2006. We now know that the majority of projects are supporting one of the three faculty priority areas of teaching, research, and service. More than 200 of the projects support at least two primary areas, and roughly 75 integrate all three aspects. With this level of information, we have the ability to form connections between programs, deepen relationships, and increase the interdisciplinarity of programs.
Increased infrastructure has also expanded the ways in which communities are able to access and communicate with the university. This year’s grid highlights partnerships grounded in trust and reciprocity. Underlying the existence of these elements is the university’s commitment to engaging communities inclusively, in a way that values the voice of all and the capacity of communities to determine what opportunities and agendas are most critical. Establishing these principles as the fabric of our partnerships has indeed allowed us to interpret the data gathered in ways that are responsive to actual priorities and that value collaboration at all stages of the partnership process.

5. Enhancing best practices of authentic collaboration

This response expands on previous sections articulating the establishment and work of the Offices of Community Partnerships, Student Leadership and Community Engagement, and Faculty Development; establishment of the Board of Visitors; work of the new OCP advisory work group (and forthcoming master plan for university collaborations); Civic Engagement Scholars Initiative cohort communities, trainings, and resources; revision of Public Service Grant guidelines; and expansion of paid staff positions university-wide.

Another role OCP plays is as an entry point for community stakeholders interested in connecting with the university. Hundreds of direct requests are fielded each major term, and the office ensures that these requests are connected with appropriate university departments based on interests, opportunities, and capacities. This process includes providing technical assistance to community-based and community-serving organizations to ensure they are fully aware of all the possible connections each can make with UMass Boston, as well as more generally with other institutions of higher education in Boston and beyond (www.umb.edu/ocp/connections/activity_descriptions).

OCP has also served as a lead workshop facilitator and content expert on partnerships in CESI. These workshops on best practices in program development and collaborations are currently being converted into free self-guided interactive online tutorials. This includes the process of partnership development, which places heavy emphasis on reciprocity and impact assessment. OCP is also evaluating its own efforts to ensure it is meeting the needs of the university and community-based organizations through initiating, sustaining, and assessing partnerships. This includes evaluating and tracking a variety of metrics on OCP-related events, trainings, partnership planning meetings and facilitated partnerships, grant-seeking collaboratives, and communication of community-engaged activities. Anecdotal and baseline data indicates that OCP is advancing the university’s culture of assessment, with emphasis on both community and university impacts, which is resulting in increased levels of reciprocity within collaborations.

UMass Boston has also supported the establishment of the national URBAN Research Network to promote community-university collaborations. URBAN seeks to build a “community of scholars and change makers in order to create opportunities for collaborative scholarship.” This is being accomplished by bringing together scholars with community-based organizations to develop collaborative research projects to advance social justice and create an infrastructure that will elevate and advance community-based scholarship in academia. University support led directly to the formation of a Boston node of URBAN with faculty members from virtually every institution of higher education in the Greater Boston area (http://www.urban-boston.org).

Finally, under the leadership of the Office of Community Relations, the university has expanded its outreach to community groups in order to expand the flow of information between community members and UMass Boston. This includes new forums for community feedback on
opportunities for collaborations, input on existing university efforts, and celebrations of university and community. This includes a continuation of a 28-year tradition, the UMass Boston Community Breakfast, where the Robert H. Quinn Award for Outstanding Community Leadership and the Chancellor’s Award for Longstanding Community Commitment and Service are presented to two community members based on the nominations of their peers (www.umb.edu/news/detail/umass_boston_honors_robert_h_quinn_at_28th_annual_community_breakfast).

6. Partnership assessment

As previously mentioned, UMass Boston has begun outreach to partners to seek their input through a number of partnership evaluation and assessment initiatives. This includes measuring the efficacy of partner activities with the university and assessing the strength of relationship based on an OCP partnership matrix (http://www.umb.edu/ocp/connections). This data will be used as part of a network analysis to gauge the directionality and strength of our connections to topics, communities, and geographic areas. It is anticipated that this data will be used to better assess the efficacy of our efforts and approaches toward collaboration. We would also like to use this information to direct the strengthening of existing efforts and identify new opportunities for collaboration. Whenever possible, the data is being used to promote a collective-impact model in which individual stakeholders are brought together with similar or synergistic efforts in order to advance holistic community impact with long-term agenda setting, communication, and increased collaboration. UMass Boston is working with “backbone” organizations leading a range of local collective impact initiatives, including the Boston Opportunity Agenda, Promise Neighborhoods, Circle of Promise, and Five District Partnership.

In addition, UMass Boston is working with the Association of Public and Landgrant Universities (APLU) Commission on Innovation, Competitiveness and Economic Prosperity (CICEP) to conduct a self-assessment on the impact university efforts are having on community stakeholders. The self-study includes a series of surveys, roundtable discussions, and planning meetings with diverse community partners. The ultimate goal of this five-month process is to convene university and community stakeholders in order to learn from data collected and develop a comprehensive plan for collaborations that advances participation through access and education by all community members in Boston’s innovation economy.

Preliminary results of this self-assessment indicate “working alongside business and community leaders and government officials to determine actionable priorities” is the most important sign of university engagement and assertion of leadership. The most important characteristic of advancing a supportive culture comes from “promoting problem-solving for community or industry needs.” The university’s ability to develop partnerships with government at federal, state, and local levels is central to ensuring that university activities benefit the public. Partners also felt that it was most important to provide “relevant educational opportunities and programs by providing structured experiential learning opportunities to students through innovative internships and co-op experiences across a wide range of academic programs.” Finally, “openness, accessibility, and responsiveness” are promoted most by “developing structure and networks (e.g., advisory groups, forums) to facilitate interactions among key university personnel and community stakeholders.”

Partners were also asked how the university is performing in each of these categories on a scale ranging from 1 (poorly) to 5 (very well). Roughly 33% of respondents indicated they had “no basis for judgment.” However, the average performance by those who had an opinion was 3.7, which is a positive result but indicates the university has room for improvement in its partnerships.
7. Scholarly products

Collaborating with community partners to produce scholarly products of benefit to the community is a strength of UMass Boston. The following are only a few examples:

UMass Boston collaborated with the Center for Collaborative Education (www.ccebos.org) and Boston Public Schools (BPS) to produce a commissioned report on the enrollment and outcomes of English language learners (ELLs) in BPS. The report, titled “Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools” (http://scholarworks.umb.edu/gaston_pubs/154/), assessed the relative impact of individual and school-level factors in testing outcomes of ELLs and on the policy implications of these findings at the district and state levels.

Another collaboration, between UMass Boston and the City of Somerville, Massachusetts, produced the 2013 “Somerville Status of Women Report.” The project identified the priority needs of Somerville women. Particular focus was on civic engagement, policy concerns, and understanding women’s views on educational issues: http://www.somervillema.gov/sites/default/files/SCW%20Women%27s%20Needs%20Assessment%20Survey_Final_April%202013.pdf.

Though a collaborative process that incorporated the expertise of staff from community health centers and adult education organizations, the chair of the Latino Studies Program co-authored an adult basic education (ABE) curriculum with a director of the Immigrant Learning Center. The curriculum integrates health literacy components into traditional ABE curriculum subject matter in efforts to address health disparities in the classroom. WAITT House (www.waitthouseinc.org), an adult education nonprofit and partner in the development of the material, now teaches the material as their primary curriculum.

The Institute for New England Native American Studies (INENAS) worked with the North American Indian Center of Boston to publish and disseminate a resource guide as a part of its Grandparents Raising Grandchildren Program. The guide provides information and resources specifically for Native American grandparents who take care of their grandchildren. This resource is also available to the community online at www.massgrg.com/helpful_links.php.

UMass Boston frequently collaborates with community partners to publish articles on how to improve the instruction of science and mathematics to students of all levels. For example, an article recently submitted for review by the Journal of Chemical Education by six Boston Public School teachers, three UMass Boston graduate students, a postdoctoral student, and professors from UMass Boston and the University of Arizona will explore concepts of professional development and community-engaged teaching and learning in chemistry education. The article, funded by the National Science Foundation and entitled “Collaborative professional development in chemistry education research: Bridging the gap between research and practice,” was also indirectly supported by CESI and will be featured during the 2014 Chancellor’s Annual Faculty Research Celebration titled “Three Voices on Community-Engaged Scholarship.”

In addition to the offices, programs, and internal funding mentioned elsewhere, the university has developed the Office of Research Development (ORD) to focus on the research development and mentoring of faculty. Established in 2013 and led by Associate Vice Provost for Research Laura Hayman, ORD’s activities include basic and advanced grant-writing workshops that feature community-based participatory research methods and approaches to building community-academic partnerships central to the production of scholarly products of benefit to the
community, and which are representative of co-created knowledge between academics and community partners.

8. Summary/trajectory of outreach and partnerships

A departure from our 2006 application is that the university’s outreach is and continues to be structured in a manner that reinforces curricular engagement. This is being done to maximize limited resources and in order to increase accessibility to high-quality community-engaged activities for our students.

For example, the Office of Student Leadership and Community Engagement (OSLCE), Confucius Institute, China Program Center, and Department of Information Technology (IT) have all connected with the Office of Community Partnerships in order to strengthen their outreach efforts through curricular connections. OSLCE would like all of its programming to have curricular connections similar to their arrangement with Jumpstart, where corps members benefit from enrollment in early childhood development coursework (see partnership grid). The university’s Confucius Institute and China Program Center seek to connect with more public schools, community nonprofits as well as faculty working on teacher training programs and related cultural topics. UMass Boston’s IT Department has long partnered with two local workforce-training nonprofit organizations. These programs work with single mothers and youth from underserved communities, and UMass Boston provides entry-level paid internships in the IT department. OCP is reaching out to similar efforts university-wide to make connections that will enhance program content and promote the possibility of further study at the university or through a number of continuing education opportunities offered through our partners.

While the university’s 2006 application reflects a highly engaged culture, recent progress in university infrastructure and processes for engagement is enabling greater individual program and collective university-wide impact. The establishment of systematic documentation procedures is enabling more-strategic and intentional university outreach and partnerships. The aforementioned increases or new staffing in offices throughout the university will afford applying a collective impact model that embraces a holistic and effective approach to community partnerships.

Boston is often referred to as the birthplace of the American Revolution. Its greatest asset has always been its people and their ideas and a commitment to advancing community. This has manifested itself in a region globally recognized as a leader in innovation through civic and community engagement, nonprofit organizations, institutions of higher education and health care, and private industry. As Boston’s only public research university, UMass Boston is uniquely qualified to act broadly as a backbone organization for advancing collaboration resulting in greater collective and sustained impact. In this capacity, the university will expand efforts to serve as a neutral convener by making available its expertise in coordination, facilitation, mediation, evaluation, and other resources. Moving forward, the university plans to use a foundation built over the past 50 years, and refined since Chancellor Motley’s appointment in 2007, to build momentum, create trust, and enable constant dialogue among individuals and organizations from a variety of sectors, including: nonprofit leaders; Boston-based foundations; elected officials; community members; state/local government officials; Boston-area universities; and business leaders. This cross-sector collaboration will capitalize on individual “pockets of success” while promoting lasting impact through collaboration.
III. Wrap-Up

1. Additional changes not previously captured

First, we would like to explain the numbers in the table included under “Curricular Engagement.” In addition to the 254 service-learning courses offered in 2012–2013, a total of 780 sections were taught, which represents a dramatic increase in both course offerings and the number of faculty involved from our last application.

Next, the university is reducing the number of departments and moving toward interdisciplinary and transdisciplinary academic programs. Thus, the total number of departments at the university has decreased from more than 50 in 2006 to 39 in 2013. This explains the minor percent increase in departments represented by service-learning even though we reported 51% and 72% in 2006 and 2013, respectively.

Finally, throughout our application, we have tried to paint a picture of UMass Boston’s student population and the ways in which the diversity of our students interplays with the university’s community-engaged activities and approaches. As noted previously, the majority of UMass Boston students come from communities within Massachusetts, speak a language other than English at home, are first-generation college students, and remain in the state after graduation. They are often working full- or part-time jobs and supporting families while pursuing postsecondary education. Many of them live or have lived in the very communities in which the university is engaged with partnerships. This diversity brings a unique level of opportunity and complexity to the university’s community engagement that deserves special attention.

Since our last classification, we have increased our efforts to structure community engagement in a manner that creates accessibility to opportunities among our entire student population while promoting student success. These are opportunities that build skills directly applicable to career aspirations and link students to new personal and professional networks. This is possible only by learning from our students. Just as we approach our collaborations with community partners, we are striving to empower the experiences and knowledge of our students to drive our engagement efforts. Our student diversity is an incredible asset. For example, 14 students assisted the Center for Social Policy in their work with Thrive in 5 by conducting interviews in seven languages, allowing families to participate and respond in their preferred language.

The new OCP advisory committee has also been charged with ensuring we maximize the integration of our students into our curricular and outreach efforts. Next steps will include helping the university better understand existing data on the impact of these activities (NSSE, CESI, etc.), continuing to strengthen internal mechanisms for gauging the impact of community engagement on our students, and developing a plan that facilitates sensitivity and strategy so that all students have the means to participate and benefit from engaged activities.

2. Suggestions and comments

It would be helpful if we had a space to footnote our references and web links outside of the text box provided for our responses. We elected to not provide links in many areas where we had limited space, and instead encourage reviewers to contact us for backup information or if they would like to view sources of information.
IV. Appendices

Appendix A: Glossary of Key Terms

**Action research**: University-driven research to propose action on a community issue.

**Advocacy research**: Similar to participatory action research but with an intended goal of influencing policy makers through research and on behalf of a community.

**Business development**: Programs that focus on the development of small and disadvantaged businesses in order to help them to compete in the marketplace.

**Business incubators**: Business support resources and services designed to help small startup and early-stage companies succeed.

**Collaborative research**: Research jointly designed, conducted, and reported by the community and members of a higher education institution.

**Community federal work-study**: A federally funded financial aid program for college students, federal work-study provides opportunities for students to earn financial aid by working in locations on and off campus.

**Community-based research**: The community serves as the source of information that drives research on an issue impacting a particular community.

**Community-driven and serving programs**: Services and programming offered by the university or community partner to address a wide range of community needs.

**Community-Engaged Economic Development**: Includes research on the economy at the macro and micro levels, workforce development, business development and assistance, and research that can have commercial application for the public good.

**Community-Engaged Research and Creative Activities**: Attempt to address problems experienced within society with nonprofit, governmental, foundation, community groups or individuals, or private entities.

**Community-Engaged Service**: Includes client and patient-directed care (e.g., clinical services), technical assistance, or direct community service not associated with academic programming.

**Community-Engaged Teaching and Learning**: Can include credit or non-credit bearing academic programs or learning activities conducted for public understanding.

**Empowerment research**: Advocacy research done in collaboration with the community with a goal of empowering a certain population to increase its effectiveness in influencing policy decisions.

**Evaluation or evaluative research**: A systematic approach to assess the efficacy or impact of a program, policy, or phenomena.

**Intellectual property**: Copyrights, patents, and licenses that advance a public good.

**Internships**: Paid or unpaid activities that are closely tied to learning outcomes and that enhance students’ understanding of a specific career or set of skills. Internships usually require a high-
level of time commitment and can be done for credit or independently by a student to gain experience.

**Market research:** Research that supports public services and servants.

**Participatory action research:** Similar to action research but is community driven.

**Practicum:** Similar to an internship, but more focused on students gaining skills through the application of course instruction (i.e., student teaching, clinical rotations, etc.).

**Service-learning:** A method of instruction that enhances academic learning, meets or addresses a community need, and fosters civic learning and responsibility by connecting curriculum with community service in a real-world setting. Activities are usually semester based but can range from one-time activities to year-long projects.

**Sharing of academic resources:** Community members can connect to academic resources through continuing education programs; free or discounted classes, workshops, and trainings; or various other professional development opportunities that are designed for the public.

**Sharing of individual expertise:** This usually takes the form of consulting or advising; serving on an external board or committee; or creating or performing public works of art.

**Sharing of university space and facilities:** This can be a one-time, short term, or ongoing use of university space and facilities for the betterment of a community, cause, or public need.

**Translational research:** Involves the conversion of knowledge gained through research into a form where it can be used by practitioners and community members to have immediate positive impact.

**Volunteerism:** Can be one-time, short term, or ongoing volunteer activities with no direct connection to academic study.
Appendix B: Glossary of Acronyms

AANAPISI: Asian American Native American Pacific Islander Serving Institution
AASO: Asian American Studies Outreach
ABE: Adult Basic Education
APLU: Association of Public and Land-grant Universities
AQUAD: Academic Quality Assessment and Development
ASA: American Student Assistant
AsAmSt: Asian American Studies Program
BATEC: Broadening Advanced Technological Education Connections
BEST: Boston Energy in Science Teaching
BIC: Brazilian Immigrant Center
BOV: Board of Visitors
BPS: Boston Public Schools
CAPS: College of Advancing and Professional Studies
CDFP: Commonwealth Diversity Fellows Program
CEHD: College of Education and Human Development
CESI: Civic Engagement Scholars Initiative
CICEP: Commission on Innovation, Competitiveness, and Economic Prosperity
CLA: College of Liberal Arts
CLTL: Changing Lives through Literature
CM: College of Management
CMCM: Community Mediation Coalition of Massachusetts
CMS: Centers for Medicare and Medicaid Services
CNHS: College of Nursing and Health Sciences
COSMIC: Center of Science and Mathematics in Context
CPC: College Personnel Committee
CPCS: College of Public and Community Service
CPDD: Center for Peace, Democracy, and Development
Cruza: Alliance for Latino Health through Faith and Action
CSM: College of Science and Mathematics
CSP: Center for Social Policy
DPC: Department Personnel Committee
EHS: Exercise and Health Sciences
ELL: English language learners
ELP: Emerging Leaders Program
EPTN: Eastern Pequot Tribal Nation
FCT: Forum for Cities in Transition
FWS: Federal Work-Study
GBH: Green Boston Harbor Project
GRPA: Government Relations and Public Affairs
HAP: Health Ambassadors Program
HC: Honors College
ICI: Institute for Community Inclusion
IGERT: Integrative Graduate Education and Research Traineeship
IM: Information Management
IMC: Interfaith Mediation Centre
INENAS: Institute for New England Native American Studies
Information Technology: Department of Information Technology
LLI: Leadership Latino Leadership Initiative
LLOP: Latino Leadership Opportunity Program
MAP: Management Achievement Program
MGS: McCormack Graduate School of Policy and Global Studies
MOPC: Massachusetts Office of Public Collaboration
MS: Management Science
NCI NON: National Cancer Institute National Outreach Network
NDA: No Discharge Area
NEASC: New England Association of Schools and Colleges
NERCHE: New England Resource Center for Higher Education
NERR: National Estuarine Research Reserves
NSSE: National Survey of Student Engagement
OCP: Office of Community Partnerships
OFD: Office for Faculty Development
OIRP: Office of Institutional Research and Policy Studies
OITA: Office of International and Transnational Affairs (now the Office of Global Programs)
OLLI: Osher Lifelong Learning Institute
ORD: Office of Research Development
ORSP: Office of Research and Sponsored Programs
OSLCE: Office of Student Leadership and Community Engagement
OSLCO: Office of Service-Learning and Community Outreach
SEI: Structured English Immersion
SELN: State Employment Leadership Network
SFE: School for the Environment
SGISD: School for Global Inclusion and Social Development
SoTL: Scholarship of Teaching and Learning
TBP: Transnational Brazilian Project
UCMS: Upham’s Corner Main Street
UMBDF/HCC: UMass Boston–Dana-Farber/Harvard Cancer Center (Partnership)
URM: Underrepresented minorities
Appendix C: Bibliography


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