

APPENDIX 8: UNIVERSITY OF NORTHERN COLORADO

Overview

The University of Northern Colorado (UNC) was founded in 1889 as the State Normal School of Colorado, dedicated to educating future teachers. It changed its name to the Colorado State Teachers College in 1911, the Colorado State College of Education in 1935, and Colorado State College in 1957. It assumed its present name in 1970.¹²³³ As of Spring 2016, UNC enrolled about 11,400 students, including almost 8,800 undergraduates; 9,000 students are at the main campus at Greeley.¹²³⁴ It continues to emphasize “its historical role in the preparation of educators,” but it is now a comprehensive university.¹²³⁵

This Appendix will describe UNC’s panoply of civic programs, not yet gathered into one administrative structure. The New Civics does not yet permeate UNC’s civic efforts. In general, the New Civics complex at UNC is about as large at UNC as it is at CSU, although less developed than at CU-Boulder. Nevertheless, the New Civics is established here as well.

The programs we will describe here are

1. The Center for Community and Civic Engagement;
2. The Center for Honors, Scholars, and Leadership;
3. The Social Science Community Engagement Major;
4. Co-Curricular Engagement;
5. Outreach and Partnerships;
6. Community Engaged Scholarship Symposium;
7. Scholarships and Awards;
8. Student Activities Office; and
9. The Institute for Civic Education.

The University of Northern Colorado’s **Center for Community and Civic Engagement** runs much of the New Civics, including its **service-learning** and **engaged classes**, the **Center for Honors, Scholars and Leadership** organizes another substantial section of the New Civics,

1233 University of Northern Colorado, Office of the President, “A Short History of UNC,” <http://www.unco.edu/pres/sh.htm>.

1234 University of Northern Colorado, Institutional Reporting and Analysis Services, “2016 Spring Final Enrollment Profile – June 2, 2016,” <http://www.unco.edu/iras/PDFs/Spring16FinalEnrollmentReport.pdf>.

1235 University of Northern Colorado, Office of the President, “Mission Statement,” <http://www.unco.edu/pres/mission.html>.

and the **Student Activities Office** runs a significant additional portion. A great deal of the New Civics at UNC, however, consists of disjointed administrative programs.

One core of the New Civics at UNC is the **Social Science Community Engagement** major, which allows UNC students to major in progressive activism. Students specializing as progressive activists receive university recognition via the **Engaged Scholar Awards**. A second core is the **Center for Honors, Scholars and Leadership**, which educates cadres of progressive activists via the **Honors Program**, the **Leadership Studies Minor**, and the **Stryker Institute for Leadership Development**.

Beyond this academic core, students provide labor for progressive organizations in **service-learning** and **engaged classes** in a wide variety of disciplines. These are run by the **Center for Community and Civic Engagement**. The New Civics also extends beyond the classroom into different extracurricular aspects of student life. **Alternative Spring Break** transforms vacation time into New Civics sessions, and the New Civics extends into UNC students' extracurricular life via programs that include **Community Engaged Scholars Symposium and Catalyst: A Social Justice Retreat**. The programs collectively work to make the New Civics present in much of student life at UNC.

Collectively, the New Civics programs at UNC engage in two categories of activity. These programs 1) train a core of committed progressive activists; and 2) extend the New Civics throughout UNC, both inside and outside the classroom. Although considerable in extent, they are not as pervasive as at either CU-Boulder or CSU.



The Center for Community and Civic Engagement

THE CENTER FOR COMMUNITY AND CIVIC ENGAGEMENT: OVERVIEW

The Center for Community and Civic Engagement (CCCE) is in charge of volunteering, service-learning, and associated activities. CCCE resorts uses standard New Civics vocabulary to articulate its mission statement: “UNC is “Bringing Education to Life” by promoting transformative education that infuses, supports, and values reciprocal public engagement throughout our academic enterprise. In so doing, we nurture the interconnections among teaching-learning, research, scholarship, creative works, and practice situated in local and global communities.”¹²³⁶ They rely on the Carnegie Foundation for the Advancement of Teaching to define *community engagement*.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING: DEFINITION OF COMMUNITY ENGAGEMENT

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.

University of Northern Colorado, Community and Civic Engagement, “Definition of Engagement,” <http://www.unco.edu/cce/definition.html>.

The University of Northern Colorado divides such engagement into four categories: Academic Engagement, Co-Curricular Engagement, Community Relations, and Outreach and Development. All engagement is meant to uphold Guiding Principles for Engaged Student Learning Outcomes: *Academic & Professional Agency*, *Social & Ecological Justice*, and *Engaged Citizenship & Civic Responsibility*. Of these three principles, *Social & Ecological Justice* indicates most clearly how CCCE serves to advance a progressive agenda: “Social & Ecological Justice Students ... will contribute to the construction of socially just, sustainable, and equitable communities by showing

¹²³⁶ University of Northern Colorado, Community and Civic Engagement, “Mission and Vision,” <http://www.unco.edu/cce/mission.html>.

evidence of an equity mindset and applying central tenets of social and global justice learned from curricular, co-curricular and community-based learning.”¹²³⁷

The CCCE supplements these Guiding Principles with Extended Definitions drawn from several outside sources. For example, the Equity Mindset, as defined by Keith Witham et al. in *America’s Unmet Promise: The Imperative for Equity in Higher Education* (Washington, DC: Association of American Colleges & Universities), is possessed by “individuals are aware of the sociohistorical context of exclusionary practices and racism in higher education and the effect of power asymmetries on opportunities and outcomes for students of color and students of low socioeconomic status.” Being equity-minded also “involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on the individuals and institutions whose responsibility it is to remedy that marginalization.”¹²³⁸ These beliefs are the Learning Outcome for civic engagement at UNC.

THE CENTER FOR COMMUNITY AND CIVIC ENGAGEMENT: ACADEMIC & CURRICULAR ENGAGEMENT

CCCE’s Academic & Curricular Engagement coordinates the University of Northern Colorado’s “engaged” courses and scholarship. There are “engaged learning opportunities” in more than 62 departments—more than 250 engaged courses, of which 108 are undergraduate and 148 are graduate. Of these courses, 40% (ca. 100 courses) are service-learning, field or community-based, 25% (ca. 62 courses) are practica courses, and 35% (ca. 88 courses) are internships. 15% of all courses at the University of Northern Colorado are Engaged, 33% of the University’s faculty use service-learning in at least one course, and 20% of the faculty “incorporate community-based research into their courses and scholarship.”¹²³⁹ The university cites as subject matter that “engaged courses address: Cultural & Linguistic Awareness, Education and/or Literacy, Immigration/Refugee Assistance, Senior Citizens, Vulnerable Youth.”¹²⁴⁰ The University’s citation of individual examples of “Research, Scholarship & Creative Works in the Public Interest”, and their Impact, includes:

1237 University of Northern Colorado, Community and Civic Engagement, “Guiding Principles for Engaged Student Learning Outcomes,” <http://www.unco.edu/cce/docs/Guiding%20Principles.pdf>.

1238 University of Northern Colorado, Community and Civic Engagement, “Extended Definitions from the Guiding Principles for Engaged Student Learning Outcomes,” <http://www.unco.edu/cce/docs/Definitions%20Guiding%20Principles.pdf>.

1239 University of Northern Colorado, Community and Civic Engagement, “Academic & Curricular Engagement,” http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, “Engagement by the Numbers,” <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

1240 University of Northern Colorado, Community and Civic Engagement, “Academic & Curricular Engagement,” http://www.unco.edu/cce/academic_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, “Engagement by the Numbers,” <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

RESEARCH, SCHOLARSHIP & CREATIVE WORKS IN THE PUBLIC INTEREST

- Works with local educators to help beginning elementary teachers deliver high-quality mathematics and science instruction in high-need districts
- Builds multi-state networks in academic, governmental, and community settings to support people with disabilities
- University Libraries partners with public and school libraries in the local community and region, and works closely with rural high schools to promote college readiness
- Delivers a research-based, baccalaureate degree program in American Sign Language-English Interpretation
- Improved environmental conditions for long-term preservation of archival and artifact collections in University Libraries
- Has faculty researching topics that address public issues, ranging from snake venom for possible cancer treatments and noise-induced hearing loss and prevention, to helmet safety and West Nile virus.
- Examined infectious agents and viruses carried by bats and deer mice that cause human disease
- Conducts research into schizophrenia, a debilitating mental disorder
- Operates an 11-state regional center to train interpreters for individuals who are deaf, hard of hearing or deaf-blind
- Annually produces 250+ recitals, concerts, operas, musicals, plays, exhibits, festivals, symposia, workshops and clinics engaging students and community members with the arts

IMPACT

- \$ 4 million contributed to the local economy from UNC related events.
- 1000+ Hours spent by UNC nursing students in primary care health settings.
- 15,000 Hours of community service given by UNC psychology majors
- 400,000+ Hours UNC teacher candidates engage in K-12 schools each year.
- 50+ Hours from all students at Monfort College of Business for professional internship experience before graduation.
- 750+ Teacher candidates engage in some 500 schools locally, nationally and globally each year.

- UNC’s Center for Integrated Arts Education successfully supports and improves K-12 arts education.

University of Northern Colorado, Community and Civic Engagement, “Engagement by the Numbers,” <http://www.unco.edu/cce/docs/Engagement%20by%20the%20Numbers.pdf>.

This list includes material that is not particularly New-Civic in nature—or, indeed, particularly civic. Items such as *Improved environmental conditions for long-term preservation of archival and artifact collections in University Libraries* or *Examined infectious agents and viruses carried by bats and deer mice that cause human disease*, for example, register resume padding more than any civic agenda. Yet the individual courses CCCE cites as examples of service-learning or community-based learning courses do exhibit more of the New Civic imprint.

UNC: SELECTED SERVICE-LEARNING AND COMMUNITY-BASED LEARNING COURSES

MONFORT COLLEGE OF BUSINESS

BAMC 350, *The Intermediate Web Development* class, students work on designing websites for local community organizations and small businesses.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

SOSC 350 *Community Research and Engagement* course, students work to conduct interviews with participants at the Global Refugee Center (GRC) on their migration histories and on their level of self-sufficiency are used by the GRC in their grant reporting activities. Upon completion of the interviews, students write a reflection paper relating their engaged activities to course content.

COLLEGE OF PERFORMING AND VISUAL ARTS

THEA 255: *Creative Drama*. In this course, students learn creative drama strategies that can be used to explore social issue or curricular topics in a school or community setting. Each semester, students explore a social issue relevant to the campus community and create an interactive theatre piece and perform these in the residence halls.

GLOBAL ENGAGED LEARNING

Geography and African studies departments now partner with the Arab American Foundation for Multicultural Education and Students' Understanding to improve relations and ties between countries and to promote multicultural education and understanding. In GEOG 392 *Field Studies in Morocco* students gain an appreciation for the dynamic people and places of Morocco through intensive classroom and field study.

University of Northern Colorado, Community and Civic Engagement, "Academic and Curricular Engagement," http://www.unco.edu/cce/academic_curricular_engagement.html.

Not everything CCCE sponsors is New Civic, but a substantial amount is.

Social Science B.A. – Community Engagement Emphasis

The University of Northern Colorado offers a Social Science Community Engagement major. This is the service-learning and civic engagement major, apparently intended to train students to become community activists: "Key courses in the emphasis will provide opportunities for students to become actively engaged in community affairs. Through research and civic engagement assignments and activities, students will be introduced to a variety of community-related careers and opportunities."

Community Engagement majors are required to take the University's Liberal Arts Core, as well as nine specified courses: *HIST 100 Survey of American History from Its Beginnings to 1877*; *HIST 101 Survey of American History from 1877 to the Present*; *ECON 203 Principles of Macroeconomics*; *ECON 205 Principles of Microeconomics*; *PSCI 100 United States National Government*; *GEOG 100 World Geography*; *ANT 100 Introduction to Anthropology*, *SOC 100 Principles of Sociology*, and one of *AFS Introduction to Africana Studies*, *GNDER 101 Gender and Society*, or *MAS 100 Introduction to Mexican American Studies*. This series of requirements actually includes more of the traditional Old Civics core curriculum (*HIST 100*, *HIST 101*, *PSCI 100*) than does UNC as a whole. At UNC, the greatest institutional interest in American history and government is taken by those with a professional interest in re-organizing the nation.

Community Engagement majors must also take *SOSC 350 Community Research and Engagement* ("Participation in the Greeley community through service learning and research. Students will learn social science research methods and conduct their own community-based research projects."), 6 credits apiece of upper-level 300-400 level courses in Economics, Geography, History, and Political Science, and 6 courses (18 credits) in at least 3 departments apparently selected to contribute to community engagement. Examples of this last category of courses include *AFS 340 The Black Family*; *AFS 399 Community Study Project*; *ANT 355*



*Medical Anthropology; ECON 365 Urban and Housing Economics; ENST 291 Sustainability and Capitalism; GEOG 310 Urban and Regional Planning; HUSR 350 Introduction to Environmental Health; PSCI 203 Colorado Politics; PSY 323 Health Psychology; SOC 333 Social Class and Inequality; and SOC 340 Juvenile Delinquency.*¹²⁴¹

The Center for Honors, Scholars, and Leadership

UNC's Center for Honors, Scholars and Leadership, which runs both the Honors and Leadership programs, has been heavily colonized by the New Civics. The Center's mission statement bundles together *academic opportunity* and *scholarship* with *civic engagement*, *community service*, and *leadership*.¹²⁴² The Director for Honors and Scholars, Loree Crow, lists her academic interests as "developing innovative honors curriculum [sic] and integrating civic engagement into learning."¹²⁴³

HONORS PROGRAM

The Honors Program requires applying students to have a minimum GPA, but it also screens them via essay questions in their admissions packet. Students applying to the Lower Division Honors Program must answer one essay asking for lists of interests including *community service*, *leadership activities*, and *co-curricular activity*, and another essay asking the student to "identify an issue or problem in the world that you would potentially be interested in working on."¹²⁴⁴

The Lower Division Honors Curriculum requires students to take HON 101 *Introduction to Honors & Critical Thinking*, a LIB-prefix Research Skills course, and four courses from a list that includes HON 100 *Connections Seminar*, HON 200 *Connections Seminar*, LEAD 100 *Contemporary Leadership Theory*, LEAD 200 *Risk and Change in Leadership*, HON 395 *Special Topics*, HON 492 *Study Abroad*, and HON 492 *International Student Exchange*.¹²⁴⁵

The content of these courses is very largely New Civics. HON 101 *Introduction to Honors & Critical Thinking*, required of all Honors students, includes "intercultural competencies," "engaged learning

1241 University of Northern Colorado, 2015-2016 Spring Supplemental Undergraduate Catalog, "Social Science B.A. – Community Engagement Emphasis," <http://unco.smartcatalogiq.com/en/current/Undergraduate-atatalog/Undergraduate-Programs/Bachelors-Degrees/Social-Science-BA-Community-Engagement-Emphasis>; University of Northern Colorado, 2011-2012 Undergraduate Catalog, "The Liberal Arts Core," http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/Undergraduate-Programs/Bachelors-Degrees/~/link.aspx?_id=E2BD944C72D84C4CA60AC99F9C43D29B&_z=z; University of Northern Colorado, 2015-2016 Spring Supplemental Undergraduate Catalog, "SOSC 350 Community Research and Engagement," <http://unco.smartcatalogiq.com/en/Current/Undergraduate-Catalog/Course-Descriptions/SOSC-Social-Science/300/SOSC-350>.

1242 University of Northern Colorado, Center for Honors, Scholars, and Leadership, "Welcome!," <http://www.unco.edu/honors-scholars-leadership/index.aspx>.

1243 University of Northern Colorado, Center for Honors, Scholars, and Leadership, "Staff," <http://www.unco.edu/honors-scholars-leadership/connect/staff.aspx>.

1244 University of Northern Colorado, Honors Program: "Lower Division Honors Program Application," <http://www.unco.edu/honors/hip/apply-hip.aspx>.

1245 University of Northern Colorado, Honors Program, "Lower Division Honors Curriculum," <http://www.unco.edu/honors/hip/curriculum.aspx>.



opportunities,” and “community-based projects.” HON 200 *Connections Seminar* (or HON 200 *Honors Connections II*) is also “Civic & Community Engagement – an Engaged Course.” The class “provides an engaged learning approach to active citizenry,” and answers the questions “What is Civic & Community Engagement? How does engagement affect our connectedness to society and our own social capital?” It also features “field trips, guest speakers and applied projects.” LEAD 100 *Contemporary Leadership Theory* focuses “on the Social Change Model through engaged leadership opportunities.” LEAD 200 *Risk and Change in Leadership* “provides experiential learning opportunities” and explores “the complex nature of engaged leadership.”¹²⁴⁶

The Lower Division Honors Portfolio requires students to demonstrate progress in “Intercultural Competence and Global Learning” and “Community/Civic Engagement and Problem-Solving.”¹²⁴⁷

The Upper Division Honors Programs’ three curricular Paths include Research, Creative, and Applied—where “Applied” is meant to produce “an actual implemented program, event, curricular method, initiative, business plan, non-profit endeavor, or other approved projects that fall ‘outside the box.’”¹²⁴⁸

Students in the Upper Division Honors Program may take Experiential Learning Options to fulfill up to 6 course credits in Research Methodology Courses, Honors Upper Division Courses, Graduate Courses, Internships/Field Experiences/Student Teaching, and Study Abroad/National Student Exchange.¹²⁴⁹ Students may fulfill an Honors Elective with a Service Learning course, and the Upper Division Honors Curriculum’s In-Depth Study may include “an applied or civically engaged project.”¹²⁵⁰

LEADERSHIP STUDIES MINOR

The Leadership Studies Minor (LSM) is “firmly committed to the teaching and practice of social justice- the view that everyone deserves equitable economic, political, environmental and social rights and opportunities.” The LSM asks “students to practice advocacy through experiential learning,” so as to “promote a just society by cultivating a program and community that fosters inclusivity and challenges injustice,” and join an “active community of leader-scholars” that is working “to generate positive change in local and global communities.” The purpose of the minor “is to develop students to become socially just and ethical leaders,” who “apply social and

1246 University of Northern Colorado, Honors Program, “Lower Division Course Offerings (Fall 2016),” <http://www.unco.edu/honors/hip/course-offerings.aspx>.

1247 University of Northern Colorado, Honors Program, “Lower Division Honors Portfolio,” <http://www.unco.edu/honors/hip/honors-portfolio.aspx>.

1248 University of Northern Colorado, Honors Program, “Upper Division Honors Program,” <http://www.unco.edu/honors/uhp/>.

1249 University of Northern Colorado, Honors Program, “Experiential Learning through HIP,” <http://www.unco.edu/honors/hip/experiential-learning.aspx>.

1250 University of Northern Colorado, Honors Program, “Upper Division Honors Curriculum,” <http://www.unco.edu/honors/uhp/curriculum.aspx>.

ecological justice” and have demonstrated “engaged leadership practice within a systemic and global framework.” Students can engage in applied course work that includes leading “a community awareness campaign.”¹²⁵¹

The LSM requires students to take 9 credit hours of Core Leadership Classes and 9 credit hours of Elective Credits. The four Core classes are LEAD 100 *Introduction to Leadership* (“engaged leadership opportunities”); LEAD 200 *Risk and Change in Leadership* (“experiential learning opportunities”; “engaged leadership”); LEAD 492 *Leadership Internship* (“Must include a leadership component”; “in an approved study abroad and/or internship”); and LEAD 497 *Senior Leadership Seminar: Global Justice and Responsiveness* (“culminating experience”; “focusing on application in a global justice and responsiveness context”).¹²⁵²

Students must then take one of three Elective Courses to fulfill their Ethics Foundation requirements (PHIL 150 *Ethics in Theory and Practice*, PHIL 350 *Ethics*, LEAD 320 *Globalization of Ethics*), and two further Electives chosen from a list of 34 Global & Cross Cultural Foundation (GCCF) courses. GCCF courses include AFS 420 *African American Leadership and Politics*; ANT 331 *Global Population and Human Needs*; COMM 431 *Communication and Leadership*; ECON 335 *Environmental and Resource Economics*; EDF *Social Foundations in Education*; ENST 315 *Nature and Society*; GNDER 285 *Global and Cross Cultural Perspectives of Women*; HESAL 301 *Foundations and Praxis of Higher Education and Student Affairs Leadership*; LEAD 250 *Leadership in a Global Community: Living Glocal*; MCS 101 *Multiculturalism in the United States*; SOC 235 *Social Change in a Global Context*; and SOSC 350 *Community Research and Engagement*.¹²⁵³ An additional Leadership elective offered in Fall 2016 is LEAD 364 *Leadership and Community Building*.¹²⁵⁴

GLOBAL LEADERSHIP PROGRAM

Starting in Fall 2018, the Global Leadership Program (GLP) will provide a scholarship for Leadership Studies Minor students to study abroad in the summer after their Sophomore year, by way of preparation for a “synthesis presentation” at the end of their Senior year.¹²⁵⁵ The GLP will direct students from a foundation in the LSM toward “furthering their education and experience

¹²⁵¹ University of Northern Colorado, Leadership Studies, “Leadership Studies Minor,” <http://www.unco.edu/leadership-studies/leadership-minor/index.aspx>.

¹²⁵² University of Northern Colorado, Leadership Studies, “Leadership Studies Minor Curriculum,” <http://www.unco.edu/leadership-studies/leadership-minor/curriculum.aspx>.

¹²⁵³ University of Northern Colorado, Leadership Studies, “Leadership Studies Minor Curriculum,” <http://www.unco.edu/leadership-studies/leadership-minor/curriculum.aspx>.

¹²⁵⁴ University of Northern Colorado, Leadership Studies, “Leadership Studies Minor Course Offerings – Fall 2016,” <http://www.unco.edu/leadership-studies/leadership-minor/course-offerings.aspx>.

¹²⁵⁵ University of Northern Colorado, Leadership Studies, “Global Leadership Program,” <http://www.unco.edu/leadership-studies/glp/index.aspx>.

as a global citizen,” and acquiring “the opportunity to further question their assumptions about the world and incorporate a broader perspective into their leadership development.”¹²⁵⁶

The tentative plan for the GLP curriculum is that it will require 1) prerequisite courses LEAD 100 *Introduction to Leadership* and LEAD 200 *Risk and Change in Leadership*; 2) Faculty-led Study Abroad Experience in the summer between Sophomore and Junior Year; 3) a Fall Junior Year presentation about the student’s GLP experience at the Community Engaged Scholar Symposium; 4) further work on “global topics and issues” in Spring Junior Year; 5) an “engaged experience/project” on a local issue in the summer between Junior and Senior Year, tied to the Study Abroad Experience; 6) a Fall Senior Year interview of “a GLOP alumni or a leader in their field of study” and continued “work with GLP cohort”; and 7) a Spring Senior Year comprehensive presentation on the students entire experience in the GLOP. Students will receive 6 credits in *Advanced Leadership Lab* for this program, 1 credit for each semester (Fall, Spring, Summer).¹²⁵⁷

STRYKER INSTITUTE FOR LEADERSHIP DEVELOPMENT

The Stryker Institute for Leadership Development provides support for women from “underrepresented groups.”¹²⁵⁸ These underrepresented groups include “person of color, trans-woman, GLBTQI, person with undocumented status, first-generation college student, has dependents, non-traditionally aged, has a disability.” Stryker especially emphasizes that “transwomen” are eligible; although the “genderqueer, genderfluid, nonbinary, or agender” must “identify as women or transwomen” to apply for the Stryker scholarship.¹²⁵⁹

Stryker provides an annual educational scholarship of \$7,500 and an iPad, which also allows recipients to participate in Social Justice and Identity workshops (“discussions about oppression, privilege, race, class, gender, sexuality, and activism,” Leadership Development Seminars, Community Engagement (“mentor youth from local middle schools”), and listening to Special Guests (“Outstanding leaders who make a difference share their stories”).¹²⁶⁰

Co-Curricular Engagement

Co-curricular engagement includes all student volunteer and “engagement” activities done outside of class. These activities include Alternative Spring Break, Bears Career Connection Program

1256 University of Northern Colorado, Leadership Studies: “Global Leadership Program,” <http://www.unco.edu/leadership-studies/glp/index.aspx>; “Global Leadership Program Curriculum,” <http://www.unco.edu/leadership-studies/glp/curriculum.aspx>.

1257 University of Northern Colorado, Leadership Studies, “Global Leadership Program Curriculum,” <http://www.unco.edu/leadership-studies/glp/curriculum.aspx>.

1258 University of Northern Colorado, Stryker Institute for Leadership Development, “About Us,” <http://www.unco.edu/stryker/About%20Us.html>.

1259 University of Northern Colorado, Stryker Institute for Leadership Development, “Frequently Asked Questions,” http://www.unco.edu/stryker/Applicant_FAQ.html.

1260 University of Northern Colorado, Stryker Institute for Leadership Development, “Scholarship Information,” <http://www.unco.edu/stryker/scholarship.html>.

(coordinating local volunteer work), Bears P.A.Y It Forward, Bear Welcome, Best Buddies, Comedy Club, cultural events (Black History Month, Chicano Arts festival, Día de la Independencia, Cinco de Mayo, Mexicana, Chinese New Year, NAKLand Children’s Festival, MLK march), Family and Friends Weekend, Homecoming, outreach arts events (concerts, lectures, readings), outreach athletic events (local citizens can come watch college games), outreach library services “to support fair and equal access to information,” outreach technology access (local organizations can use campus computers and computing services, and the university donates used computers to local schools), Retired and Senior Volunteer Program (RSVP), Soccer Without Borders (“UNC football players engage immigrant and refugees in soccer and sports on campus”), Student Involvement Fair, and Weld Project Connect.¹²⁶¹

Outreach & Partnerships

The University of Northern Colorado cooperates with and supports local organizations, by way of being a good neighbor. The Universities’ academic departments, student clubs, and local businesses and organizations put on a Community Fest together; a Health Fair “provides free and low-cost health screenings to community members”; faculty are available for consultation and lectures on a variety of subject, as listed on an Online Experts Directory; faculty provide commentary on current events in Community Conversations; and the “Business Incubator Program, BizHub ... provides educational and entrepreneurial services to high impact Colorado companies.”¹²⁶²

Individual projects that “provide a glimpse into ongoing or recently completed engaged scholarly activities undertaken by faculty and students at the University of Northern Colorado” include: *Mathematics and Science Teaching for English Learners (MAST-EL)*; *Navajo Nation Teacher Education Consortium*; *Title II Grant: Improving Teacher Quality (ITQ): Building Teacher Skills to work with English Language Learners (ELL) and Special Education Students*; *Scholarships for Education and Economic Development (SEED)* (“a professional development program for elementary teachers from Guatemala, Honduras, El Salvador, Nicaragua, and the Dominican Republic”); *Teaching Excellence and Achievement Program-Pakistan (TEA)* (“professional development opportunities for secondary English teachers from Pakistan”); *The ROOTS Project* (“community engaged teaching, learning, and research through a collaborative ethnography project”); *Expedition Yucatán* (“multicultural service learning abroad”); *Before School Physical Activity Programming at Elementary Schools in Greeley and Aurora, CO*; *Rocky Mountain Cancer Rehabilitation Institute*; *Creating Community: Connecting Northeastern Colorado Libraries*; *Greeley Young Authors*; *Center for Integrated Arts Education*; and *Partnership Project: Realizing Our Community (ROC)* (“To facilitate the integration of immigrants and refugees into the Greeley and Evans community.”¹²⁶³

1261 University of Northern Colorado, Community and Civic Engagement, “Co-Curricular Engagement,” http://www.unco.edu/cce/co_curricular_engagement.html; University of Northern Colorado, Community and Civic Engagement, “Definition of Engagement,” <http://www.unco.edu/cce/definition.html>.

1262 University of Northern Colorado, Community and Civic Engagement, “Outreach & Partnerships,” http://www.unco.edu/cce/outreach_partnerships.html.

1263 University of Northern Colorado, Community and Civic Engagement, “What does it mean to engage at UNC?,” http://www.unco.edu/cce/partnership_portal.html.

Community Engaged Scholars Symposium

The University of Northern Colorado hosts an annual Community Engaged Scholars Symposium for faculty, students, and other “members of the university community to share information about community issues and community engaged teaching, learning and research.” Students (presumably in “engaged courses” are required to attend the Symposium, students and faculty give presentations on engaged class projects and engaged research, and attendees take part in “mini round table sessions about pressing community issues.”

The University also distributes Engaged Scholar Awards at the Symposium, “to recognize and honor outstanding efforts and achievements made toward the development and practice in the field of community engagement between UNC constituents and community partners.” There are three categories of awards: *community-based learning*; *community-based research*; and *community partner building*. In 2014, the Engaged Undergraduate Student Award went to Emily Doerner, a “Double major in Environmental and sustainability studies and Asian Studies. Emily is community outreach coordinator for UNC’s Asian/Pacific American Student Services, and is keenly interested in working to help resolve conflict between culturally diverse peoples, whether in India, Israel, or here at home in Greeley.” The Engaged Graduate Student Award went to Meagan M. Cain, who showed that she was “active in the community by planning the 2014 International Women’s Day, working with the Global Refugee Center, as well as Color Our World in collaboration with Weld County Project Connect.” The Engaged Faculty Award went to Dr. Joyce Weil, Associate Professor of Gerontology, for designing a course that took her Gerontology students to a local senior center to hear the residents reminisce about their lives.¹²⁶⁴

Scholarships and Awards

The University of Northern Colorado reserves one category of its Summer Support Initiative to provide faculty up to \$3,000 toward summertime work on “projects in the area of engaged research, scholarship, or creative works. Projects in this category involve the applicant in partnership with groups or communities in a reciprocal and mutually beneficial relationship in which the needs, assets, knowledge and active participation of all parties are incorporated into the project.”¹²⁶⁵

The Award for Excellence in Social Science Engaged Research provides \$1,000 “to a faculty member [in the social sciences] who has demonstrated exemplary scholarship in engaged research and civic engagement.”¹²⁶⁶ In 2013, the award went to Kyle Anne Nelson, assistant professor of

1264 University of Northern Colorado, Community and Civic Engagement, “Signature Engagement Activities,” http://www.unco.edu/cce/signature_events.html; University of Northern Colorado, Community and Civic Engagement, “Community Engaged Scholars Symposium,” <http://www.unco.edu/cce/Community%20Engaged%20Symposium%20page.html>.

1265 University of Northern Colorado, “2014 Summer Support Initiative (SSI) for Grant Writing, Research, Scholarship, and Creative Works: Call for Proposals,” <http://www.unco.edu/cce/resources.html>; <http://www.unco.edu/osp/news/archive/SSI2014.pdf>.

1266 University of Northern Colorado, “Nominations Sought for the 2016 Award for Excellence in Social Science Engaged Research,” <http://www.unco.edu/research/nominations/pdf/2016%20SocSci%20Engaged%20Research.pdf>.



Sociology, who “worked closely with the Global Refugee Center (GRC) to gather information about the growing refugee population in Greeley. She applied her work to her classroom and gave her students an opportunity to learn by doing.”¹²⁶⁷

The Bob & Bonnie Phelps Family CAP (Contribute, Achieve, Pay it Forward) Awards give up to \$5,000 of tuition, fees, housing costs, and/or student loan debt repayment to three students annually. Awards are given to “students whose lives demonstrate an *exceptional* and *exemplary* personal commitment” to *contributing* (“by volunteering time and personal skills, talents, abilities, experience and passion around issues in service to the community”), *achieving* (“by displaying a bias toward action and performance, overcoming obstacles and setbacks, and accomplishing goals”), and *paying-it-forward* (“by impacting the lives of others in meaningful and positive ways through random and planned acts of kindness, caring, and ‘giving back.’”)¹²⁶⁸

In 2015, the three winners were Amber Lemmon, Cayden Osley, and Azanet Rodriguez.

THE BOB & BONNIE PHELPS FAMILY CAP AWARDS: 2015 AWARD WINNERS

Amber Lemmon is double majoring in finance and accounting and plans on graduating in the summer semester, 2016. She has been a volunteer for Longmont VITA for three years, preparing tax returns for low-income families. She saved taxpayers well over \$10,000 in tax preparation fees, and plans to continue for years to come. She recently became a volunteer Board Member for Northern Colorado Credit Union in Greeley. Amber is currently a student tutor for the finance department, and is excited to add personal finance to the list of classes she will tutor. She has overcome much in my [sic] life and have [sic] worked hard to graduate without student loan debt.

Cayden Osley is studying the Social Sciences which includes economics, history, political science, and geography. Another important part of her degree is Secondary Education. She also has an English as a Second Language endorsement for teaching. Cayden is originally from Florida but grew up in Aurora, CO. She enjoys music and art in her free time and love home improvement projects. Cayden loves going to school at UNC and has really come to love Greeley and its incredibly diverse community. She is entering her senior year, has been incredibly inspired by her education and looks forward to graduation and post grad exploration.

Azanet Rodriguez is the fifth of eight siblings, the first one to have graduated high school and the only one to graduate from college and transfer to a university.

1267 Anna Evans, “University of Northern Colorado recognizes professor Kyle Anne Nelson,” *The Mirror*, April 29, 2013, <http://www.uncmirror.com/news/view.php/113790/University-of-Northern-Colorado-recogniz>.

1268 University of Northern Colorado, Community and Civic Engagement, “The Bob & Bonnie Phelps Family CAP Awards,” <http://www.unco.edu/cce/CAP%20Awards%20page.html>.



When she envisions her life, she sees steps; those steps are the people, programs and scholarships that have allowed her to be successful in life and higher education. The honor and privilege of being selected for this prestigious award is one which she will not take lightly. This award will allow her to continue her educational path in the Human Services field. Azanet feels that she can be of service to the human services field and can help fellow man pay-it-forward by helping those in need. Her contribution to society will advance as she continues to achieve her educational goals.

University of Northern Colorado, Community and Civic Engagement, “The Bob & Bonnie Phelps Family CAP Awards,” <http://www.unco.edu/cce/CAP%20Awards%20page.html>.

The description of these three awardees suggests that this aspect of UNC’s civics complex has not yet been taken over by the New Civics.

Student Activities Office

The Student Activities Office coordinates volunteer work at the University of Northern Colorado.¹²⁶⁹ The programs include Alternative Spring Break, Bears P.A.Y. It Forward, Weld Project Connect, Ongoing Community Service Opportunities, and Catalyst: A Social Justice Retreat.

STUDENT ACTIVITIES OFFICE: ALTERNATIVE SPRING BREAK

This web site was empty at the time this report was written.¹²⁷⁰ Presumably the University of Northern Colorado selects from options provided by the national Alternative Spring Break organization.

STUDENT ACTIVITIES OFFICE: BEARS P.A.Y. IT FORWARD

Student volunteers spend a fall day cleaning up around the neighborhood—raking leaves, and so on.¹²⁷¹

STUDENT ACTIVITIES OFFICE: WELD PROJECT CONNECT

Student volunteers spend a day “providing numerous on-site services directly to individuals and households struggling and in need due to housing instability, job loss, age, health problems and other issues that can interrupt a life.” The target population, in other words, is the homeless. Assistance can include *Women’s wellness and mammograms, Chiropractic & Acupuncture*,

1269 University of Northern Colorado, Student Activities Office, “Our Mission,” <http://www.unco.edu/studentactivities/mission.html>.

1270 University of Northern Colorado, Student Activities Office, “Alternative Spring Break--Welcome,” <http://www.unco.edu/studentactivities/ash/>.

1271 University of Northern Colorado, Student Activities Office, “Bears P.A.Y. It Forward,” <http://www.unco.edu/studentactivities/payforward.html>.

*Documentation assistance, Education and career counseling, Employment Services, Flu shots, Haircuts, Legal services, Financial Counseling, Pet licenses, and Veterans services. A large number of students participate: “In 2011, Weld Project Connect hosted and helped 1,100 residents of all ages from around Weld County utilizing over 600 volunteers. In 2012 more than 900 guests and 800 volunteers were engaged.”*¹²⁷²

STUDENT ACTIVITIES OFFICE: ONGOING COMMUNITY SERVICE OPPORTUNITIES

The Student Activities Office provides a list of several dozen organizations that would welcome students interested in volunteering and/or “community service.” This appears to be a broadly representative list of nonprofit causes, including Boys & Girls Clubs, Catholic Charities, Parks Department, The United Way, and the City of Greeley Museums Office.¹²⁷³

STUDENT ACTIVITIES OFFICE: CATALYST: A SOCIAL JUSTICE RETREAT

The University pays faculty, students, and staff to listen to progressive advocacy and learn activism techniques: “Participants and facilitators will examine their personal identities; the dynamics of oppression on an individual, systemic, and institutional level; and be introduced to concepts of advocacy for oneself and others. Catalyst’s ultimate goal is to give participants the skills to act on the issues and causes that they are most passionate about.”¹²⁷⁴

Institute for Civic Education

The Institute for Civic Education (ICE), run by the Department of Political Science and International Affairs, “offers content-related professional development opportunities for K-12 teachers in many aspects of American and comparative government, civics, political philosophy and history. Our mission is to advance civic education at all grade levels in the state of Colorado and throughout the country.” ICE collaborates “with school districts, superintendents, principals, teachers and other professional organizations” so as to provide K-12 teachers with half-day or full-day workshops, and weekend and summer seminars. ICE also works to “provide college credit through the University of Northern Colorado for many of these programs.”¹²⁷⁵

1272 Weld Project Connect, “Event Overview,” <http://weldprojectconnect.webnode.com/event-overview/>.

1273 University of Northern Colorado, Student Activities Office, “Ongoing Community Service Opportunities,” <http://www.unco.edu/volunteer/ongoingservice.html>; University of Northern Colorado, Student Activities Office, “Volunteers Needed,” <http://www.unco.edu/volunteer/volunteersneeded.html>.

1274 University of Northern Colorado, Student Activities Office, “Catalyst: A Social Justice Retreat,” <http://www.unco.edu/studentactivities/catalyst/>.

1275 University of Northern Colorado, Political Science and International Affairs, “Institute for Civic Education,” <http://www.unco.edu/psci/ice/>; University of Northern Colorado, Political Science and International Affairs, “Professional Development,” http://www.unco.edu/psci/ice/professional_development.html.

ICE's lesson plans conform to the Colorado Department of Education's content standards for civics. Topics include *Foundations of the Constitution*, *African-American political thought*, *Money and politics*, *Lobbying and political influence*, *Women and politics*, *Comparative democracies*, *Fall of communism*, *What does government do?*, *Theories of democracy*, *Morality and Politics*, *Civil liberties and civil rights*, *Social movements and political change*, *Globalization*, *Environmental politics and policy*, *Understanding the modern presidency*, *Congressional politics*, *Policymaking and the federal bureaucracy*, *How is the United States different from other countries?*, *Voting*, *How public policy is made*, *The Iraq War*, *Election of 2008*, *Citizenship*, and *Inequality and American democracy*.¹²⁷⁶

¹²⁷⁶ University of Northern Colorado, Political Science and International Affairs, "Professional Development," http://www.unco.edu/psci/ice/professional_development.html; Colorado Department of Education, "Standards and Instructional Support," <http://www.cde.state.co.us/standardsandinstruction>.