



OFFICE OF
COMMUNITY
ENGAGEMENT

Carnegie Classification for Community Engagement

2026



CONTENT

4	SECTION 1: Applicant's Contact Information
7	SECTION 2: Campus, Community, and Community Engagement Context
29	SECTION 3: Institutional Identity and Culture
39	SECTION 4: Quality of Community Engagement Relationships and Academic Partnerships
54	SECTION 5: Faculty and Staff
73	SECTION 6: Curricular Engagement
82	SECTION 7: Co-Curricular Engagement
88	SECTION 8: Civic Learning and Life
97	SECTION 9: Community Engagement and Other Institutional Initiatives
102	SECTION 10: Reflection and Additional Information

SECTION ONE



SECTION 1: Applicant's Contact Information

1. Official Institution Name as Submitted in IPEDS:

The University of New Mexico

a. Institution Type

A single campus institution applying for endorsement.

Is this your second reclassification application? Yes or no.

Yes

b. (1) - Enter IPEDS Unit ID

IPEDS ID: 187985

c. (2) - Name of specific campus for which endorsement is being sought.

The University of New Mexico - Main Campus, Albuquerque NM

d. Check all that apply

- Academic Medical Institution
- AANAPISI
- ANNH
- HSI
- NASNTI
- Four-Year Public
- Urban
- Rural

2. Person Filling Application

Tim B. Castillo

timc@unm.edu

(505) 277-7186

Director, Community Engagement Initiatives

3. Official Institutional Mailing Contact

University of New Mexico

Scholes Hall MSC05 3300

Albuquerque NM

87131-0001

(505) 277-0111

President/Chancellor's Name

Garnett Stokes

presidentstokes@unm.edu

Chief Academic Officer's Name

James Holloway

jpholloway@unm.edu

The following information will be automatically included in the application if an IPEDS Unit ID is entered in Question 1.

If a campus does not have an IPEDS Unit ID (a multi-campus institution applying for one campus), then the campus will manually enter the data for their single campus

Automatic fill up: (Based on data from IPEDS)

<i>4. Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS) :</i>	<i>13651</i>
<i>5. Full-Time Graduate Equivalent Enrollment (as reported in IPEDS):</i>	<i>2429</i>
<i>6. Number of Full-Time Equivalent Staff (as reported in IPEDS):</i>	<i>5185</i>
<i>7. Number of Full-Time Equivalent Faculty (as reported in IPEDS):</i>	<i>3225</i>

SECTION TWO



Campus, Community, and Community Engagement Context

1. Describe your institution in a way that will help provide a context to understand how community engagement is envisioned and enacted. Include descriptions of the institution and community.

a. Region; founding and history, current institutional mission; institutional culture; types of degree programs, and demographic of student, faculty and staff populations.

This application highlights how the University of New Mexico aligns with its commitment to community engagement, excellence and impact. The application draws on institutional data and statements, evolving efforts, and programmatic trends.

Throughout the application, we provide per-section numbered references where links or research are applicable. These footnotes are at the end of Section 10.

UNM's community engagement is shaped by the university's core identity, including:

- The land and peoples that form the university's foundation,
- The priorities as a public university, Hispanic and minority-serving institution,
- The commitment to co-participating in solving concerns from surrounding communities.

Region, Founding, and History

The University of New Mexico (UNM), the state's flagship public institution, is distinguished by its commitment to cultural inclusivity, academic excellence, and community engagement.

As of 2024, UNM stands among fewer than 50 universities nationwide holding both the Carnegie Very High Research Activity (R1) designation and the Community Engagement Elective Classification, demonstrating its dedication to both groundbreaking scholarship and meaningful community partnerships (1).



Founded in 1889, UNM's main campus in Albuquerque sits on the ancestral lands of the Tewa people, including the Pueblos of Sandia and Isleta, whose cultural and historical connections to the land endure today. The 800-acre urban campus straddles Route 66, and is framed by the Sandia Mountains and the Rio Grande reflects its deep connection to place and the Southwest's diverse communities.

This connection is embodied in the university's Pueblo Revival architecture, public art, and numerous public portals - museums, libraries, archives, a university press, performing arts spaces, and public radio and television stations - that celebrate New Mexico's heritage, culture, and identity.

UNM is one of fewer than thirty universities in the U.S. designated as both a Hispanic-Serving Institution (HSI) and a Minority-Serving Institution (MSI), reinforcing its commitment to inclusivity, accountability, and equitable higher education (2). This distinctive role, strengthened by strong partnerships, underscores UNM's long-standing dedication to community engagement and service.

Institutional Mission and Institutional Culture

The University's strategic framework, "UNM 2040: Opportunity Defined," was developed in academic year 2021-22 in collaboration with hundreds of university and community stakeholders, and illustrates UNM's holistic commitment to community engagement (3).

The framework states, "As the state's premier institution of higher learning and provider of health care, The University of New Mexico promotes discovery, generates intellectual and cultural contributions, honors academic values, and fosters an educated, healthy, and economically vigorous New Mexico." Additionally, the vision statement is, "Be a global leader in realizing human potential, addressing critical community challenges, and demonstrating the power of inclusive diversity."

Types of Degree Programs

UNM's main campus is a hub for health clinics and educational sites, housing New

UNM's core values guide its actions:

- **Striving for excellence in all endeavors,**
- **Embracing inclusion by respecting and celebrating the differences of all persons,**
- **Protecting the environment for future generations,**
- **Upholding integrity through fairness, honesty, and transparency, and**
- **Maintaining a strong connection to the region by serving the New Mexican peoples and places while reaching for global impact.**

Mexico's only Level I trauma hospital (4). As the state's flagship institution, it offers 329 academic degree across its 12 colleges and schools, including pioneering programs in specialized and interdisciplinary education, hosting the Native American Studies PhD (one of only four in the nation), and the state's only public school of medicine, college of population health, law school, and school of architecture and planning (5).

All of these reinforce and demonstrate UNM's commitment to community-centered scholarship and innovation.

Student Demographic, Faculty and Staff Populations

UNM is the most economically diverse flagship university and the ninth most economically diverse college in the United States, as measured by the percentage of students receiving federal need-based financial aid, with 35% of the fall 2023 undergraduate student body received Pell Grants, and with 63% of undergraduate students receiving need-based financial aid (6). While first-generation college students make up one-third of undergraduate students in the US, the trend is significantly higher at UNM: with 50% of first generation students (7).

The demography of UNM's undergraduate population closely mirrors the state population, where approximately 78% of undergraduates were born in New Mexico (8). In AY 2023-2024, UNM's undergraduate student population identified as female (58%) or male (42%). The undergraduate students self-reported as being Hispanic (50%), Native American (6%) , African American/Black (3%), Asian American and Pacific Islander (4%), and two or more races (4%) (9).

UNM's graduate and professional population trends are similar, with students self-identifying as female (56.3%), male

(43.6%), and less than a percentage as non-binary.

In addition, the graduate students self reported to be White (37.4%), Hispanic (32.5%), Asian American (15.0%), non-US residents (13%), as Native/American Indian (nearly 4.0%) and two or more races (3.1%), Black/African American (2.3%), and unknown (2.7%) (10).

UNM's faculty demographics show a 3:1 ratio of self-identified White faculty, to Hispanic and Native faculty. While minority faculty representation has grown to nearly 35%, UNM remains committed to hiring a diverse faculty that reflects its student body (10). As a minority-serving and Hispanic-majority institution, fostering community-engaged scholarship and supporting underrepresented faculty remain essential to enriching student mentorship and engagement.

b. Leadership priorities, vision and strategic plan and initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement.

The University of New Mexico's leadership establishes its commitment to community engagement through its strategic priorities, outlined in the framework "UNM 2040: Opportunity Defined". This vision was developed in partnership with community-based focus groups, and has helped establish infrastructure to strengthen UNM's partnerships with local and regional stakeholders.

"Advance New Mexico," Goal 1 of the UNM 2040 framework, elevated community engagement to a strategic priority. The goal enjoins UNM students, faculty, and staff to "Understand the needs and unique opportunities of our distinct New Mexican cultures and peoples, economic enterprises, and communities to address critical issues and opportunities facing

humanity and contribute to the quality of life, growth, prosperity, and advancement of New Mexico and of human societies across the globe” (11). In a 2022-23 post-Covid reboot informed by Goal 1, Provost and EVP for Academic Affairs, James Holloway, assigned a new Director of Community Engagement with strengthening community partnerships and coordinating the growth and visibility of engagement between the university and its diverse communities through an Office of Community Engagement.

Timeline of Leadership and Strategic Initiatives

In 2015, the position of Associate Dean of the Office of Community Engaged Learning & Research in University of New Mexico’s University College was created. Initiatives focused on institutionalization and sustainability of service-learning programs, university-community partnerships, experiential education, civic engagement, service-learning theory and curriculum design, instruction & assessment, and engaged scholarship. With this leadership, the first successful Community Engagement classification was granted in 2020.

After the first Carnegie Community Engagement classification in 2020, university-based leadership in community engagement was transformed to the position of Director of Community Engagement Initiatives in 2022.

Building on this momentum, the Director of Community Engagement Initiatives worked with the provost and leadership to secure funding and establish the Office of Community Engagement in 2023, further institutionalizing the university’s commitment to fostering collaborative opportunities. This office now serves as a central hub for coordinating initiatives that benefit both UNM and its surrounding communities.

Resources and Support

By situating the Office of Community Engagement Initiatives within Academic Affairs, Provost Holloway assured institutional prominence, leadership, budget stability, and direct practical relationships with academic deans and senior administrators. The Office fosters visibility, alignment, and collaboration for sustainable integration of community engagement. Supported by an Executive Advisory Committee on Community Engagement, the Office serves as a central entry point to engagement. It identifies UNM community-dedicated institutes and centers, celebrates achievement, tracks engagements, promotes opportunities, offers a forum for the exchange of ideas and practices, and provides support for ongoing and emerging work. Current director, Tim B. Castillo, and members of the Advisory Board on Community Engagement are faculty experts from a variety of disciplines who specialize in community-engaged research, service-learning, and outreach.

The Office of Community Engagement Advisory Board includes:



Tim B. Castillo
Director, Community Engagement
Initiatives
Professor of Architecture



Katie Dukes Walker
Director of Arts Leadership +
Business (ALBS minor), Director of
Interdisciplinary Arts (BAIA), and
Faculty Advisor for Interdisciplinary
Arts (BAIA), Lecturer II



Manuel Montoya
UNM Presidential Teaching
Fellow and Associate
Professor of Economics



Nina Wallerstein
Director: Center of Participatory
Research



Renia Ehrenfeucht
Associate Dean for Equity,
Inclusion and Faculty Affairs,
Professor of Elementary Education
in the College of Education and
Human Sciences



Troy Lovata
Professor for the
UNM Honors College
Research Faculty at the
Southwest Hispanic
Research Institute

Accessibility and Impact

Through the UNM 2040 Strategic Framework, the creation of key leadership roles, the establishment of the Office of Community Engagement, and support from the Provost and Executive Vice President for Academic Affairs, the University of New Mexico has reinforced its commitment to being a leader in community engagement. These initiatives demonstrate UNM's dedication to building partnerships that enrich support for faculty and staff, and student learning, through community engagement, while advancing the social, cultural, and economic well-being of New Mexico.

c. Describe the communities to which the institution is accountable to, including community characteristics, community priorities, and the relationship of the community to the institution.

Responsive to Diverse Community Characteristics

The University of New Mexico is foremost accountable to its immediate community of students, faculty, and staff, as well as to the broader public. As an institution with a mission of service and stewardship, UNM serves a confluence of backgrounds, perspectives, and priorities.

UNM sustains deep relationships with different communities across the state including residents from all counties, pueblos and tribal nations. The UNM Indigenous Peoples' Land and Territory Acknowledgement is:

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblos, Navajo, and Apache - since time immemorial, have deep connections to the land and have made

significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history (13).

The land acknowledgment exemplifies UNM's commitment to the surrounding communities and honors the Indigenous peoples who are in New Mexico's communities today. The acknowledgement recognizes some of UNM's legacies of harm or extraction from communities, partners, and groups that both coincide with and pre-date the university.

New Mexico is a state rich in cultural heritage, with 23 federally recognized Native American tribes, Hispanic communities, and a long history of resilience in the face of systemic challenges.

Those challenges include education and poverty: New Mexico consistently ranks among the lowest in the nation for K-12 public education outcomes, and has the third-highest poverty rate in the U.S. (nearly 20%), and faces significant public health challenges, including high rates of substance use disorders and adverse childhood experiences (ACEs) (14, 15, 16).

With these factors in mind, the communities that UNM serves require the university to prioritize critical areas such as education, economic growth, healthcare access, and cultural preservation.

UNM's Community Relationships At A Glance

Recognizing these needs, UNM has developed programs and initiatives that directly address systemic inequities while amplifying the strengths of the state population.

Home to the state's only academic health center, law school, college of population health, and medical school, UNM is a critical hub for addressing justice, equity, and health disparities.

Core initiatives from the UNM Health Sciences Center (HSC), which includes UNM Hospital (the state's only level-1 trauma center), include the Center for Participatory Research at the College of Public Health, whose mission is to support collaborative research and educational partnerships based in social justice values; the Office of Community Health, which, as a World Health Organization Collaborating Center supports global partnerships; and multiple health equity initiatives from the HSC Executive Vice President's office (17).

The wellness of people in the Southwest is impacted by aging, substance abuse, adverse childhood experiences, maternal health, and low access to high quality food, services, and health information.

Addressing the distinct needs of rural and underserved peoples in the state, as well as the health of Hispanic and Native American communities, has produced a community-based network with Health Extension Regional Offices, mobile health units serving rural and tribal communities, school-based health clinics, and telehealth services bridging geographical barriers (18). Units like the Assessment Planning and Evaluation Lab and the Community Engagement Research Core anchor a research infrastructure that supports academic and community members to engage in mutually beneficial partnerships for effective clinical and translational research (19, 20).

Additionally, to create more inclusive opportunities for underrepresented students in high-demand fields, there are a number of centers working on linking students to mentorship, internships,

and potential job sources. For instance, the STEM Mentoring Program links undergraduate students to trusted mentors at organizations including Los Alamos National Laboratory, NASA, Quartus Engineering, and many others (21); and the SOUTHWEST Transformative Educational Advancement Mentoring (STEAM) initiative at UNM's Health Sciences Center is an NIH-funded grant providing health science mentorship to undergraduate and graduate students who are underrepresented in their prospective fields (22).

Removing the barriers to educational access in the state, especially among learners who are Hispanic, Native American, rural, or in the first generation in their family to attend college, has led UNM to develop related research expertise and programming.

Service to Pre-K through Grade 12 communities spans efforts such as the UNM Children's Campus, which prioritizes the childcare needs of student parents, and affordable educational resources (23). Recognized by Excelencia in 2024 as a top producer of Hispanic educators, the College of Education and Human Sciences offers community-focused programs, K-12 teacher education, curriculum development, and research on the educational needs of New Mexican communities (24).

Welcoming all students, a range of centers serve the needs of specific university constituencies – for example, veterans and military members at the Veterans and Military Resource Center, Hispanic students at El Centro de la Raza, and students experiencing financial stress at the Financial Capability Center (25, 26, 27). To sustain the student community, UNM trains faculty and staff to normalize use of academic advisement, and support resources, and provides faculty and staff with strategies to engender social connection and belonging (28).

In addition to addressing education and healthcare, UNM contributes substantially to the state's economy. In 2022, UNM generated \$5 billion in revenue through human capital, alumni contributions, and innovation. Importantly, working-age alumni who remain in New Mexico earned \$3 billion more than they would have without a college degree, showcasing UNM's role in driving upward mobility and economic progress (29).

UNM also works closely with the state legislature, local governments, and industries to align its programs with community needs. For example, UNM's partners with Sandia National Laboratories and Los Alamos National Laboratories, in departments including math, physics, and computer science.

Through these efforts, UNM's path to increased, institutionalized community engagement reflects a shared vision of resilience and growth. This commitment to collaboration and accountability ensures that UNM remains a vital partner in the well-being and advancement of its communities. The relationship between UNM and its communities is reciprocal and rooted in the university's mission to serve New Mexico.

2. Describe the institutionally sanctioned definition of community engagement and related terms.

a. List the terms and definitions here that provide the institutional standards for community engagement. Provide context for the creation of the definition and standards of high-quality community engagement, including how it was determined and approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus in relation to your last classification.

The Office of Community Engagement's Mission Statement declares: "We champion

active collaboration, innovative learning, and purpose-driven endeavors. By empowering our students, faculty, and staff to engage deeply with diverse communities, we strive to address pressing challenges, promote social equity, and co-create sustainable solutions. Through this integrative approach, we aim to cultivate responsible leaders, advance knowledge, and contribute to the holistic well-being of society.

This engagement can take many forms, such as service learning, community-based research, and volunteerism. By engaging with the community, students, faculty, and staff can apply their knowledge and expertise to real-world problems, gain valuable experience, and develop the skills and attributes needed to become responsible, engaged citizens” (30).

Terms and Definitions, approved by the Community Engagement Advisory Board

1. Communities:

Groups sharing identities, geographies, or experiences, such as students, faculty, staff, residents, community organizations, tribal nations, and government entities.

2. Reciprocity:

A guiding principle ensuring equitable exchange, where both UNM and community partners benefit from the engagement.

3. Engaged Scholarship:

The integration of research, teaching, and service with community priorities to address societal challenges.

4. Civic Learning:

Educational initiatives fostering civic knowledge, skills, and values through experiential learning in community settings.

Context for the Creation of Standards

1. Community-Centered Approach:

Extensive dialogue with stakeholders—students, faculty, and community partners—to align with the lived realities of New Mexico’s communities.

2. University Collaboration:

UNM’s 2020 designation report described emerging university-level strategy and standards, which have been shaped by community-partner and campus-wide consultations and peer institution benchmarking. These standards contributed to these definitions and the Office of Community Engagement mission statement.

3. Approval Process:

A collaborative process involving the Office of Community Engagement, Academic Affairs, and the Faculty Senate, ensuring alignment with institutional values.

4. Strategic Focus:

Emphasis on addressing systemic inequities, fostering ecological awareness, and honoring historic relationships to land and place.

Application and Evidence of Effectiveness

UNM integrates community engagement into academic, research, and service initiatives, including:

1. Curriculum and Learning:

Community-engaged learning is incorporated across disciplines.

2. Research and Scholarship:

Faculty engage in community-based research to co-create solutions with local partners.

3. Long-Term Partnerships:
Collaborative initiatives with communities address key issues such as public health, education, sustainability, and social justice.

4. Impact Assessment:
Evaluations reveal enhanced student learning, stronger partnerships, and societal benefits.

Refinements Since the Last Classification

Since the 2020 classification, the definition of community engagement was refined to include a greater focus on equity, inclusivity, and sustainability, informed by:

- Community partners' input emphasizing cultural and ecological dimensions of engagement,
- Campus-wide consultations in alignment with emerging societal challenges,
- Benchmarking with peer institutions to adopt best practices.

These changes reflect a broader understanding of encompassing lived experiences, structural and sociocultural dynamics, held by our communities:

- Variations in access to resources,
- Ecological awareness,
- Historic relationships to land and place,
- Language and cultural values,
- Expectations for defining success.

The University of New Mexico is committed to fostering equitable access and full participation in community engagement, emphasizing the creation of structures and processes that enable individuals

from all backgrounds to thrive, engage meaningfully, and contribute to mutual growth and societal impact.

Access to Definition and Standards

UNM's definition and standards for community engagement, documentation, policies and examples of engaged initiatives are available on the Office of Community Engagement website: <https://engagement.unm.edu/>.

3. Describe how the institution ensures that students, faculty, staff and community partners have equitable access and opportunity to community engagement activities and partnerships.

a. Describe the relevant contexts—both within the institution as well as beyond (local, regional, national)—that shape how equitable access and opportunity in community engagement is defined, discussed, planned, enacted, and held accountable on your campus.

The University of New Mexico is committed to fostering equitable access and full participation in community engagement, emphasizing the creation of structures and processes that enable individuals from all backgrounds to thrive, engage meaningfully, and contribute to mutual growth and societal impact.

Institutional Infrastructure and Initiatives

Since 1997, UNM's Student Affairs Community Engagement Center (CEC), has served as a dedicated hub to ensure that all community members have access to tools, networks, and knowledge for community-engaged initiatives. This center at Student Affairs did not have a funded staff nor director, until Dr. Kiran Katira was

named to promote diverse initiatives.

In 2023, the Office of Community Engagement (OCE) was formed as a consolidated effort through Academic Affairs to better impulse and track initiatives, and to support strategic planning to institutionalize community engagement (31). The OCE has been working with the CEC and other partners to ensure access and opportunity to the campus communities, including supporting UNM's communications for:

- Email networks that disseminate information broadly about events, partnerships, and funding opportunities;
- Annual Symposium;
- Community Engagement Week; and
- Programs designed to connect students with community projects, including the Community Engagement Academy (described in Section 5).

Addressing Barriers

UNM acknowledges several significant barriers that have affected equitable access to community engagement activities:

1. **Leadership Gaps:** The former Director of Community Engagement Initiatives' departure in 2020 left a gap, resulting in disinvestment in community engagement guidance and CE initiatives. This created a need for rebuilding trust, systems, and visibility for engagement efforts and tracking the CE initiatives.
2. **Impact of COVID-19:** The pandemic further disrupted community engagement efforts by impeding the coordination and documentation, creating challenges in tracking participation, assessing impact, and maintaining continuity in community partnerships.

3. **Structural Challenges:** Insufficient coordination across departments, in part because of leadership gaps, has hindered accessibility for students and faculty interested in outreach-focused activities.

Assessing and Advancing Equity

- To address challenges and advance equity in community engagement, UNM has made significant investments and strategic recalibrations under the leadership of the Provost and the creation of the CE office in 2023. Key initiatives include:
- **Substantial Investment in Leadership and Systems:** The provost has prioritized rebuilding community engagement infrastructure by continuing to support the director of Community Engagement Initiatives role and establishing a funded Office of Community Engagement.
- **Developing New Systems for Accessibility:** UNM is designing coordinated systems for tracking engagement activities, streamlining communication, and fostering cross-departmental collaboration.
- **Establishment of a Community Advisory Board:** The Director of Community Engagement Initiatives formed the Community Engagement Advisory Board representing colleges and schools across Albuquerque's main campus and Health Sciences campus (often referred to as "north campus"). Now that the OCE has a Community Engagement Advisory Board providing collective input and advocacy, the next challenge is developing policies that support departments in mentoring faculty and integrating community engagement, which we discuss in Section 10.

b) Describe institutional systems and structures that address equitable access and opportunity in community engagement for students, faculty, staff, and community partners. This may include, infrastructure, programs or initiatives, policies, procedures and practices, staffing, office, finance, network or coalition of centers, campus climate survey, hiring/recruitment etc.

The Office of Community Engagement (OCE), established following the 2020 Carnegie classification, is dedicated to creating new resources, and reinvigorating existing infrastructure, to support UNM's holistic community engagement efforts. The OCE's initiatives include:

- A University-wide list-serv and newsletter promoting equal access to community engagement education, resources, and partnerships; and vastly increasing transparent communication for community engagement scholarship and professional development around the University;
- Hiring a media coordinator who has created exemplary photos, videos, marketing promotions, and materials that edify community engagement efforts and spread the word about events, opportunities, and a multitude of community engagement perspectives at UNM;
- Events and educational opportunities, including hosting two Community Engagement Symposia, and a Week of Community Engagement education and partnership-focused workshops and activities.

UNM has a variety of programs that allow for the specific interests of our community to create programs and establish opportunities for equitable access to community engagement. Examples include:

- With Professor Anthony Fettes in the School of Architecture and Planning, students have been engaged with preservation projects at Jemez Pueblo since 2018, focused on engaging tribal communities and other stakeholders in the planning and development process at Soda Dam.
- At the School of Engineering, with Professor Heather Himmelberger, three projects -- some running since 2012, and two launched in 2022 and 2023 -- collaborate between the Environmental Protection Agency, Indian Health Services, and state-level environmental organizations to study and protect the safety and sustainability of food and water systems across many pueblos and the Navajo Nation.
- Latino communities continue to be central to UNM's community-engaged research and action. Professor Magdalena Avila in the College of Education and Human Sciences worked with a community principal investigator, funded by the National Institute of Environmental Health Sciences, to work with promotores, or Spanish community health workers, for improved health and environmental justice with predominantly Hispanic communities in Albuquerque's South Valley, ultimately producing a case study through collaboration with UNM's Center for Participatory Research.

In addition, UNM's Diversity, Equity, and Inclusion mission statement supports community engagement: "Utilize an equity and inclusion lens to expand opportunity; cultivate potential of students, faculty and staff at UNM; create new knowledge; and provide service by leveraging our assets as a highly research-intensive university, centering the community wealth of the peoples of New Mexico and beyond, and valuing all voices" (31).

UNM is an active member of the Alliance of Hispanic-Serving Research Universities, which has collectively committed to the following goals to be achieved by 2030:

- Double the number of Hispanic doctoral students enrolled, and
- Increase by 20% the Hispanic professoriate in our universities (32).

Financial well-being and the ability to afford higher education are essential for enabling access to community engagement. Since 1996, the state of New Mexico has offered the Lottery Scholarship, the nation's first "tuition promise" program providing free tuition (33). In 2020, the state expanded these efforts with the Opportunity Scholarship, which was signed into law to cover tuition and fees for all New Mexicans at public colleges and universities in New Mexico (34).

The University of New Mexico continues to work to ensure that community partners have a significant voice and input into institutional and departmental planning. Faculty, students, and leadership actively seek and incorporate community feedback in various projects, allowing partners to guide the direction of research and engagement initiatives.

This approach is particularly evident in the university's decades-long partnerships with Pueblos and Native communities, extensive research conducted in the Chicana and Chicano Studies program, community-integrated projects within the College of Fine Arts, and many others. Many objectives and goals of research and programming at UNM are shaped by the aspirations, needs, and input of the communities UNM collaborates with, originates from, and serves.

UNM's commitment to being guided by community voices extends beyond specific projects and departments. In the "UNM 2040: Opportunity Defined" strategic plan,

which serves as a guiding framework for the University's long-term vision. Beginning in April 2021, the University engaged a broad spectrum of community members in the planning phase, and continuing for two years through meetings, focus groups, and other forms of outreach. This effort ensured that the perspectives of diverse stakeholders, including representatives from eight tribes and other community members, were incorporated into the plan's objectives.

A key aspect of the UNM 2040 Strategic Plan is its core value of "place," which emphasizes the university's deep connection to the peoples and places of New Mexico. The framework acknowledges that while UNM aspires for global impact, its foundational commitment is to serve the local communities, particularly those who have historically been underrepresented. Input gathered from community stakeholders during focus groups and meetings directly influenced the plan's final goals and objectives (35). Similarly, Goal One, "Advance New Mexico," outlines specific objectives that prioritize the needs of surrounding communities. Objectives Four and Five stress the importance of engaging stakeholders to better understand their needs and strengthen relationships with state agencies, economic development organizations, local communities, military and veteran organizations, and tribal nations.

One of the six objectives under Goal Four, "Sustainability," focuses on growing stakeholder engagement and building a culture of philanthropy across all communities. This includes students, employees, alumni, patients, and community members, ensuring that all voices are heard and considered in shaping the future of the university.

Through the continued work of the Office of Community Engagement, which tracks

and documents these partnerships through a new dedicated database, UNM is able to measure the depth of its engagement and ensure that community aspirations are woven into the fabric of academic and institutional goals. This ongoing collaboration seeks to foster a culture of trust, shared responsibility, and collective action that aligns with the university's broader mission to serve the people of New Mexico and beyond.

d) Describe the resources made available to community partners that support community engagement (e.g., professional development, compensation, materials, space, acknowledgement, awards).

UNM provides a variety of resources to support community partners in their engagement efforts, ensuring that their contributions are acknowledged, valued, and bolstered through tangible and meaningful support.

Professional Development

The Community Engagement Week, co-hosted by the Center for Teaching and Learning and the Center for Community Engagement, provides workshops, panels, seminars, and training sessions for community partners. Topics during the event may include effective collaboration strategies, participatory research methodologies, and leveraging University resources for community impact (36).

Support from the Center for Participatory Research (CPR)

The Center for Participatory Research (CPR) in UNM's Health Sciences Center is another critical resource for community partners. CPR's mission is to foster a collaborative environment within UNM that aligns with core values of community partnership, social justice, and respect for diverse narratives and worldviews (37).

The Center's research portfolio includes NIH funding to identify best partnering practices that contribute to outcomes; indigenous research with long-time tribal partners in New Mexico and nationally; youth and reproductive health research environmental health; as well as supporting many faculty across campus. Its education portfolio includes decades of workshops and courses in community based participatory research and community engagement, with a graduate summer institute since 2009 that has served close to 700 students, faculty, staff and community members from UNM, New Mexico, nationally and globally. Its goals are to:

- Co-create new knowledge: Engage community partners in research that addresses shared goals and priorities
- Translate knowledge into action: Develop solutions and initiatives that directly improve the quality of life and health equity for New Mexico's diverse populations.
- Provide a platform for inclusion: CPR supports diverse voices and encourages the participation of community members in research and policy initiatives.

Material and Logistical Support

- Resources: UNM provides tools, materials, and other resources tailored to the needs of engagement partnerships, facilitating the effective execution of community engagement projects.
- Digital Archive: Community partners can access UNM's media production facilities, digital archives, and communication platforms to support their initiatives. This includes assistance with creating content, publicizing

events, and preserving project outcomes

- Space: Community partners benefit from access to a variety of campus spaces, including meeting rooms, event venues, and specialized facilities available for workshops, planning sessions, and collaborative events.

Acknowledgement and Recognition

UNM recognizes the vital role that community partners play in advancing the university's engagement mission. This includes:

- Awards and Acknowledgement: Community partners are celebrated through awards and public acknowledgment for their contributions to collaborative initiatives.
- Highlighting Contributions: Community partners are often featured in University publications, websites, and other platforms, showcasing their impact and collaboration with UNM.

Alignment with UNM's Mission

The university's efforts through the Center for Teaching and Learning, the Center for Community Engagement, and the Center for Participatory Research underscore its dedication to providing community partners with the support they need to thrive, ensuring mutual benefits and sustainable partnerships.

e. In what ways does the campus collect information from partners to ensure accountability to the community—in particular reciprocity, mutual benefit, and respect?

Accountability to the community is deeply embedded in UNM's engagement practices, with particular emphasis on reciprocity,

mutual benefit, and respect. However, many of these initiatives are distributed across departments or programs. Establishing the Office of Community Engagement in 2023 has been central to efforts to develop our database and outreach strategy, and centralize data collected from the below initiatives.

Center for Participatory Research

The Center for Participatory Research (CPR), mentioned in section D, above, exemplifies best practices of community accountability and fosters these practices at UNM. By co-creating knowledge with community members and maintaining continuous dialogue, CPR gathers feedback to assess how well its initiatives meet the needs and expectations of the communities it serves. CPR's emphasis on social justice and diverse narratives ensures that its practices are inclusive and culturally sensitive, fostering true reciprocity in its partnerships (37).

Project ECHO

Project ECHO (Extension for Community Healthcare Outcomes) is based at UNM's Health Sciences Center and relies on a central component of community-engaged feedback directly from community partners. Their program model, which connects healthcare providers in underserved areas with specialists through tele-mentorship, collects regular input from participants to evaluate effectiveness (38).

Design and Planning Assistance Center

The Design and Planning Assistance Center (DPAC) in the School of Architecture and Planning engages directly with New Mexico

communities to co-develop solutions for local planning and design challenges. DPAC ensures accountability by actively involving community stakeholders in the planning process, gathering their input through meetings, workshops, and surveys (39).

Center for Native American Health

The Center for Native American Health (CNAH) serves as a bridge between UNM and Native communities across the state. CNAH prioritizes culturally appropriate engagement, collecting input from tribal communities through ongoing consultations, listening sessions, and collaborative initiatives. By addressing the unique health and wellness needs of Native populations, CNAH ensures that its efforts are both respectful and impactful (40).

Key Practices for Accountability

Across these programs and centers, UNM employs several practices to ensure accountability:

- **Regular Feedback Mechanisms:** Surveys, interviews, and focus groups are used to gather input from community partners on their experiences.
- **Transparent Communication:** Partners are kept informed about the progress, outcomes, and impacts of projects, reinforcing a sense of trust and shared ownership.
- **Advisory Roles for Community Partners:** Many initiatives, such as those under CPR and CNAH, integrate community representatives into advisory or decision-making roles, ensuring that their voices shape planning and implementation.
- **Focus on Mutual Benefit:** UNM prioritizes projects that deliver tangible benefits

to communities while also advancing academic and research goals.

In learning from these models and practices, the OCE continues to build a centralized database to track feedback from community partners.

4. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

a) For reclassification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.

Since UNM's initial community engagement classification, in partnership with the Office of Academic Affairs, partners and faculty at UNM have advocated for what is now the Office of Community Engagement. This University-funded office serves as the central hub for community engagement resources, overseeing the monitoring and evaluation of ongoing community engagement across campus, including all schools and colleges (41).

The establishment of the Office of Community Engagement was strongly influenced by the Carnegie Elective Classification, providing leadership at UNM with a clearer framework to understand how peer institutions benefit from placing greater institutional emphasis on community engagement. This new office was a restructuring and reassembling

of existing components of community engagement work at UNM, which included the prior Office of Community Engaged Learning and Research (CERL) and the ongoing Community Engagement Center (CEC). The OCE has had an opportunity to build on the service-minded scope of both of these foundational programs at UNM, while using the opportunity of a new Office of Community Engagement to re-align with institutional priorities and begin to clarify a set of principles, investigations, and overall intention for impact with community engagement work across the university.

Operating under the Office of Academic Affairs has also provided the OCE crucial support to expand influence across the campus. This relationship facilitates access to resources, leadership, and decision-making platforms that ensure community engagement remains a priority across the institution. Through this partnership, the OCE is empowered to engage with schools and colleges to create new interdisciplinary opportunities, and amplify the impact of community engagement initiatives.

The Office of Community Engagement, located in George Pearl Hall (home of the School of Architecture and Planning), is currently staffed by two full-time employees, two student employees, and one part-time employee. The staff reflects the demographic diversity of UNM, with backgrounds spanning economics, media, public policy, linguistics, and architecture (42). The OCE's focus has remained on data collection, outreach within the University to build a network and foster a shared understanding of community engagement, and creating educational opportunities for faculty and students.

Additionally, the Office of Academic Affairs has supported the OCE's ability to host conferences and symposia, such as the recent regional 2024 Community Engagement Symposium (43). This event gathered Hispanic-serving and

R1 institutions that hold or are in the process of applying for the CE Elective Classification. By bringing together diverse stakeholders, these conferences provide a platform for knowledge-sharing, innovative solutions, and the strengthening of relationships with community partners.

The OCE is also preparing a Geo-Information Spatial (GIS) repository, open to the community for accessing resources related to community engagement. An impact map was designed and it is being populated with the projects of UNM faculty, staff, students, museums, institutes and centers (44). Overall, UNM's expanded infrastructure and strengthened partnerships reflect a deliberate, strategic approach to community engagement.

b) Describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

Since the last classification, The University of New Mexico has made strides in pursuing strategic fundraising and external funding to support community engagement, particularly through the efforts of the newly established Office of Community Engagement.

The most recent internal budgetary allocations for community engagement at UNM have been focused on supporting the establishment and growth of the OCE. With initial funding of approximately \$300,000 for its first year, provided by the Office of the Provost in collaboration with a cross-departmental advisory board, the OCE has begun laying the foundation for institutionalizing community engagement across campus. This funding, while modest

compared to institutions with long-standing community engagement frameworks, has enabled the hiring of staff: director, one full-time staff member, and two students and one part-time staff.

Although this funding is secured on a year-to-year basis, the OCE aims to apply for increased funding in the upcoming fiscal year. The budget allocation is a significant step forward in centralizing and consolidating UNM's approach to community engagement. However, it also highlights a key challenge: budget shortfalls and limited permanent funding sources. These constraints have impacted the ability to scale up operations and fully meet the needs of the university's diverse community engagement activities.

c) For reclassification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

The OCE's strategic approach includes a focus on grants that enhance visibility, develop robust data collection systems, and support faculty and student initiatives tied to community engagement. Despite limited resources, the OCE made significant progress in creating resources and hosting events that emphasize the importance and impact of institutionalized community engagement. Initiatives supported include:

- A week-long 2024 Community Engagement event for faculty, staff, and students, aimed at fostering awareness and collaboration, created in collaboration with the Center for Teaching and Learning (CTL) and the Community Engagement Center (CEC).
- The 2023 and the 2024 Community Engagement Symposia, with over 200 attendees and speakers from UNM and

beyond, showcasing best practices and innovative approaches to community-engaged scholarship.

- Outreach efforts: newsletters, listservs, and engaging social media campaigns that highlight community engagement initiatives and opportunities at UNM.
- Developed and implemented new data tracking protocols for civic engagement, including a new Geo Spatial Impact map co-created with the Earth Data Analysis Center.

With the hiring of a data analyst, analytical writer and a program coordinator, the OCE significantly increased its capacity to seek and secure external grant funding. Goals for future funding include securing a more visible and accessible office space and expanding staffing to meet the growing demand for community engagement support.

Current and Recent Strategic Fundraising Efforts

1. National Science Foundation Grant Application: The OCE is preparing its most developed grant application to date to the NSF-Focus On Recruiting Emerging Climate and Adaptation Scientists and Transformers (FORECAST), submission planned for January 2025. This grant will focus on creating systems for comprehensive community engagement data collection, ensuring that UNM can measure and amplify the impact of its initiatives.
2. Collaborations with New Mexico-Based Funders: The OCE is actively pursuing funding opportunities with local organizations such as Los Alamos Main Street and other community-based entities. These collaborations are particularly valuable in grounding UNM's engagement work within New Mexico's

unique social and ecological contexts, ensuring mutual benefit and accountability.

3. Mellon Foundation Application: The OCE developed a Mellon Foundation grant to support humanities-centered community engagement projects. The Mellon funds would enhance existing connections and develop a community-engaged approach to environmental justice within our Humanities and Social Sciences curricula. These funds will support a pilot project to better integrate community engagement into UNM's curriculum.

Supporting Faculty Scholarship

UNM has also prioritized funding opportunities that directly support faculty-led community engagement initiatives, including:

- UNM Grand Challenges: In 2019, backed by seed funding, UNM sought proposals for three “grand challenges” to consolidate UNM's resources and research focus, selecting Sustainable Water Resources, Successful Aging, and Substance Use Disorders (45).
- Center for Regional Studies Community-Based Research Initiative: This proposal will support two community-based research projects up to \$30,000 for one fiscal year, selecting projects engaging a New Mexico or Southwest community with real-life solutions to challenges of the 21st century, and requires co-direction from a community-based partner (46).

Future Outlook

These strategic fundraising efforts, alongside increased staffing in the OCE, mark a significant shift toward sustained institutional investment in community engagement.

5. Describe how community engagement efforts have been impacted and shaped by recent local, national and/or global events such as the COVID-19 pandemic, greater attention to racial and social justice, the crisis of decreasing trust in democracy and institutions, and natural disasters.

The University of New Mexico recognizes that recent local, national, and global events—such as the COVID-19 pandemic, heightened attention to racial and social justice, increasing skepticism in democratic institutions. In addition, natural disasters—have profoundly shaped and impacted community engagement efforts as well. These challenges have underscored the urgency of fostering trust, addressing systemic inequities, and strengthening partnerships within and beyond the university.

The Pandemic's Lingering Impact

The COVID-19 pandemic has had far-reaching consequences in New Mexico, resonating deeply across the communities UNM serves and UNM's students, faculty, and staff. The state continues to grapple with sharp increases in adolescent suicide rates, significant economic fallout, and housing instability among young people. These compounded challenges have intensified the need for intentional, equitable community engagement initiatives that are responsive to the lived experiences in our communities.

For UNM, the pandemic disrupted continuity in leadership and funding for community engagement, particularly between 2020 and 2022. By late 2022, the Office of Academic Affairs began addressing these challenges, securing funding for the Office of Community Engagement and reinvigorating its commitment to integrating engagement with academic priorities.

Racial and Social Justice as Catalysts

As a minority-serving institution in a state with deep-rooted systemic inequities—such as environmental harms from the nuclear industry and the underrepresentation of tribal and Hispanic communities in leadership and faculty positions—UNM is committed to addressing racial and social injustices through authentic, community-driven engagement. The Office of Community Engagement acknowledges that these historical contexts require a focused, intentional approach to trust-building and equity-driven practices, with a particular emphasis on investing in underrepresented tribal and Hispanic communities.

Addressing Trust and Institutional Sustainability

Faculty and staff skepticism, shaped by a history of institutional focus on sustainability over substantive community impact, highlights the need for transparency and accountability. The representation of the Community Engagement Advisory Board and the renewed commitment of the Academic Affairs have been critical in restoring trust and advancing engagement priorities.

Through the OCE, a new media coordinator has been hired to enhance the promotion of partner reciprocity and faculty scholarship, to advocate for the impactful community engagement work being done across campus. By involving faculty, staff, and community partners in decision-making processes, the OCE is working to establish a more inclusive and sustainable framework for engagement. A key priority for the OCE has also been the development of robust data systems that not only document and evaluate the breadth of engagement

activities, but also to ensure that this work is celebrated and institutionally supported.

Moving Forward

Through data-driven approaches, expanded outreach, and strategic leadership, the university is building on its strengths to ensure that community engagement remains a central and impactful part of its mission. The lessons learned from these experiences will continue to inform and improve UNM's capacity to serve its communities, fostering resilience and equity in the face of ongoing challenges.

6. Describe how the institution tracks and assesses engagement with communities. Be sure to describe:

a) How the institution maintains systematic campus-wide tracking of engagement with the community, including the purpose for tracking, what data is collected, what systems are used to track data, who is responsible for collected data, how often data is collected, and how data is used.

At UNM, data collection and the overall monitoring and evaluation of programs and scholarship are key aspects of community engagement that continue to strengthen year after year. The Office of Community Engagement, along with University leadership, is enthusiastic about this iterative process, which is closely linked to ongoing efforts to define, in the long-term, what inclusive and rigorous community engagement will look like at UNM.

With initial funding allocated to the Office of Community Engagement, the OCE staff has been able to maintain outreach and establish touchpoints with each department to reinforce UNM's community engagement mission and framework. This outreach also supports the collection of data—or encourages the integration of a

community engagement perspective where appropriate, using existing data. From 2023 to 2024, the OCE established a portal to systematically collect data spanning from 2020 to 2024, including requests for:

- Outreach programs, including names of community partners and impact on communities;
- Service-learning projects, including coordination with curriculum and class structures, and participating staff, faculty, and students;
- Community based participatory research, including curricular coordination, integration to promotions and tenure, faculty requirements, and overall availability for student participation;
- Collaborative research with community partners, including duration, context, community partner information, and data on impacts and mutual benefit;
- Public service activities, including duration, availability to all students within a department or program, and ties to degree, research, promotion, or curricular requirements;
- Curricular contributions not included in the above categories;
- Any other integrations of research, teaching, and service; and
- Any other initiatives that contribute to community well-being and development.

Forms for data collection were tailored to specific department chairs across 12 colleges and schools, individual faculty, centers and institutes, and museums, and were aggregated into a database. The OCE also relied on software and applications including project management tools, Miro and GIS software to establish tracking and

tools to ensure a sustainable foundation for the data aggregation process, and to provide a clear capacity to follow up with departments and individuals in future years.

Submitted data includes research, from relevant students and faculty, ongoing and completed projects, curriculum, reports, and more. The Office of Community Engagement and UNM leadership are encouraged by the development of the new database, recognizing this as a pivotal year to leverage current funding and interest to create a substantiated, accurate, and meaningful representation of community engagement at UNM. In collaboration with the Office of Academic Affairs and all participating departments, the OCE is advancing a significant step forward in the data collection process.

UNM is actively researching new data collection tools established by other institutions across the nation, such as GivePulse and Collaboratory. Together with its current community engagement data collection processes and tools, the efforts of the Office of Community Engagement, including staffing and outreach plans, are building a university-wide support system for community engagement.

b) Any campus-wide assessments or self-studies of community engagement (not including this application) that has taken place since the last application, including the purpose for the assessment or self-study, what data were collected, who was responsible for conducting the assessment or self-study, how is the assessment or self-study were used.

Since the last application, The University of New Mexico has undertaken several campus-wide assessments and self-studies to evaluate and enhance its community engagement initiatives. A significant effort has been the collaboration between the Office of Community Engagement and

the Academic Program Review (APR) Office to design and implement innovative reporting mechanisms. These mechanisms aim to advance civic engagement by systematically evaluating community engagement efforts, identifying strengths and areas for improvement, and offering a comprehensive understanding of the university's engagement landscape.

The APR Office has played a pivotal role in creating a centralized framework for collecting and analyzing data related to community engagement. This system integrates both qualitative and quantitative metrics, such as participation in community-engaged learning, outcomes of collaborative partnerships, and the breadth of community-focused activities. By enhancing the accuracy and accessibility of engagement data, this initiative ensures continuous assessment and aligns community engagement efforts with the university's strategic goals.

The Advisory Board has developed a strategic vision for institutionalizing community engagement through the creation of a robust Office of Community Engagement. This vision emphasizes sustainable, university-wide integration of engagement practices to ensure a cohesive, future-focused approach.

The UNM 2040 strategic planning process has further advanced these efforts by engaging stakeholders across the campus and community to establish long-term goals for enhancing university-community partnerships. This process has assessed demographic shifts, local needs, and institutional priorities, laying the groundwork for a forward-looking roadmap that prioritizes civic engagement as a core element of the university's mission. The insights and data gathered from these assessments are being actively utilized to strengthen engagement practices. They inform the development of targeted strategies to close identified gaps, enhance

collaboration with community partners, and align institutional efforts with statewide needs.

The results also support external recognition efforts, such as UNM's pursuit of Carnegie Community Engagement Classification and other internal classifications and grants, while positioning the university as a leader in fostering impactful community connections.

Through these initiatives, UNM has demonstrated its commitment to advancing civic engagement as a cornerstone of its mission. By leveraging strategic planning, comprehensive data collection, and institutional collaboration, the university ensures its community engagement efforts are sustainable, impactful, and aligned with its vision for the future.

SECTION THREE



Institutional Identity and Culture

1. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement.

Strengthened Support for the Office of Community Engagement

Since UNM's initial Carnegie Community Engagement Classification in 2020, key executive leadership changes have further strengthened institutional support for community engagement. These transitions have been instrumental in deepening the commitment to university-community partnerships, fostering faculty and student engagement, and ensuring the long-term sustainability of engagement efforts across the institution.

In 2015, UNM established the position of associate dean of the Office of Community Engaged Learning & Research (CELR) within University College. This role was designed to collaborate across university units, track and assess engagement activities, and promote the institutionalization of service-learning and engaged scholarship. These efforts contributed to UNM's successful Carnegie Community Engagement Classification in 2020, marking a significant milestone in formalizing the university's role as a leader in community-engaged scholarship.

Following the 2020 classification, UNM underwent a leadership transition in 2022 with the appointment of a new director of Community Engagement Initiatives. This transition aimed to further consolidate engagement efforts, strengthen community partnerships, and expand coordination across colleges and departments.

Recognizing the need for a centralized structure to facilitate engagement efforts, the Office of Community Engagement (OCE) was formally established in 2023. This office serves as a hub for university-community partnerships, ensuring a cohesive and strategic approach to engagement, impact assessment, and institutional growth.

Additionally, in 2023, UNM gathered an Executive Advisory Board on Community Engagement, composed of faculty experts across various disciplines who specialize in community-engaged research, service-learning, and outreach. This Advisory Board plays a critical role in shaping policies, supporting faculty development, and advancing the institutionalization of community engagement within UNM's research and teaching mission.

Implications of These Leadership Changes for Community Engagement

1. Greater Institutional Support and Sustainability

- The transition from CELR to a fully established Office of Community Engagement demonstrates UNM's deeper commitment to engagement as a long-term institutional priority.
- The Advisory Board ensures that faculty expertise drives strategic decision-making and policy development while integrating perspectives from their partners and direct community feedback.

2. Enhanced Coordination and Impact Assessment

- The OCE serves as a centralized hub to track, assess, and coordinate engagement initiatives across UNM, aligning efforts with institutional goals and community needs.
- The Advisory Board provides insight from their work outcomes, research,

and partner feedback to enhance impact measurement and engagement strategies.

3. Faculty and Student Engagement Expansion

- The Advisory Board is actively working on new policies to support faculty in integrating community engagement into research, teaching, and tenure processes.
- The OCE is expanding experiential learning opportunities for students, ensuring meaningful engagement in local and global communities.

4. Strengthened Community Partnerships

- By creating formal structures, UNM is better positioned to cultivate long-term partnerships with local, state, and national organizations.

These leadership transitions have reinforced UNM's position as an anchor institution dedicated to social, economic, and cultural advancement. As UNM prepares for reclassification, these developments demonstrate sustained investment in engaged scholarship, institutional alignment, and community impact.

2. Provide a letter from the president/ chancellor or provost (vice president for Academic Affairs) that includes the following:

- ***Their perception of where community engagement fits into their leadership of the institution***
- ***Community engagement's relationship to the institution's core academic identity, strategic direction, and practices***
- ***How community is institutionalized for sustainability in the institution***

3. In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide two excerpts from the relevant documents and up to two web links to the full document if it exists.

Document Excerpt	Web link (if available)
<p>3.1 Annual addresses/speeches (Maximum word count of 500 words)</p> <p>2024 State of the University, President Garnett S. Stokes</p> <ul style="list-style-type: none"> • Our Lobo faculty make The University of New Mexico accessible and successful for each of us, and for all of us. There were nine winners of our Women in STEM Award. We elevated six faculty to the elite ranks of UNM's Distinguished Professors. • We were privileged to hear lectures from the recipients of two of the highest honors faculty can receive, the Annual Research Lecture and the Community Engaged Research Lecture Awards... • We had one professor receive not just one, but 	<p>2024 State of the University https://president.unm.edu/documents/state-of-the-university/2024/2024-state-of-the-university-address.pdf</p>

two distinguished research awards, totaling over \$1 million, for research in microsystem energy harvesting and sensors.

- Community engagement is vital in higher education—it allows students, faculty, and staff to apply their expertise to real-world issues, gain valuable experience, and develop the skills to become responsible citizens. This involvement includes service learning, community-based research, and volunteerism. UNM was classified as a Carnegie Community Engagement institution in 2020, highlighting our exceptional commitment to transform knowledge into meaningful action. Our efforts to maintain this critical designation include our upcoming community engagement week in April celebrating collaboration, service, and the power of community.

2021 State of the University, President Garnett S. Stokes

One of the most powerful things about community is that it connects individuals across dimensions of purpose, and an engaged community is one that is measured by both its stated and lived principles and values. UNM was one of 119 U.S. colleges and universities to receive the 2020 Carnegie Community Engagement Classification, a designation that indicates a commitment to community engagement, and recognizes that our efforts are changing lives across our state—and around the world.

On a similar matter: know, too, that I have heard the fear, despair and grief in response to many of your experiences with systemic racism and social injustice. UNM joined the countless voices expressing shock and outrage sparked by the brutal killing of George Floyd in Minnesota, and condemned police brutality against any and all communities of color... Last Spring, we hosted a town hall on Combating Anti-Blackness at UNM, where we heard compelling stories from those who have encountered racism, institutional or cultural

2021 State of the University

<https://president.unm.edu/documents/state-of-the-university/2021/2021-state-of-the-university.pdf>

bias, harassment, or violence—not only in the Black community, but also in intersectional communities like the LGBTQ community. More broadly, our Division for Equity and Inclusion is working to provide workshops for faculty members on how to enhance a sense of belongingness and success among underrepresented students.

As the only academic medical center in the state—and home to New Mexico’s only NCI designated Comprehensive Cancer Center—education, research, and clinical care are seamlessly combined to provide the best possible clinical care, using cutting-edge technologies, resources, and therapies, all in the hands of compassionate health care providers... In particular, I want to applaud the work that’s being done by one of our world-renowned programs, Project ECHO, last year received \$237 million to help train local staff to fight outbreaks of COVID in nursing homes across the nation.

3.2 Published editorials (Maximum word count of 500 words)

University Announcement from the President’s Office and Provost’s Office, including video, of the UNM Symposium on Community Engagement - see link for embedded video of Provost James Holloway

Letter from President Garnett Stokes and leadership on protests surrounding the war in Gaza

We continue to talk with members of our community and to review the communications we are receiving from those who love The University of New Mexico and want to share their perspectives about the appropriate role for the university in helping to resolve a devastating crisis in the Middle East. We remain unwavering in our support of freedom of speech and expression, not only because it is protected by law, but because it is a cornerstone in the pursuit of truth and knowledge.

We also believe it is important that we reiterate our expectation that those who wish to speak or to protest do so in accordance with the university

University Announcement from the President’s Office and Provost’s Office, including video, of the UNM Symposium on Community Engagement - see link for embedded video of Provost James Holloway

<https://news.unm.edu/news/unm-symposium-on-community-engagement-set-for-nov-15>

Letter from President Garnett Stokes and leadership on protests surrounding the war in Gaza

<https://news.unm.edu/news/message-from-unm-president-garnett-s-stokes-and-unm-leadership>

policies that allow us to manage the time, place, and manner of speech in our shared public space. We expect those who wish to protest to respect the law. The right to protest does not relieve any of us of the obligation to respect the rights of others. The University and all of its spaces must be protected to allow us to carry out our mission as a public Research 1 institution.

We adamantly assert that UNM stands firmly against all manifestations of hatred, including but not limited to anti-Semitism, Islamophobia, racism, and any form of discrimination rooted in religion, ethnicity, or individual identity.

We have also heard concerns about our students feeling singled out in classes based on their religious or national identity, and of students feeling intimidated by faculty expressing views that seem to target their religion or nationality. Concerns have been shared about students whose public presentation of their religion has led to removal from a student group. Each of these may violate various UNM policies. We want to know about these concerns, and we want to make sure you are aware of the ways in which you can let us know about them.

3.3 Campus publications (Maximum word count of 500 words)

President's Weekly Perspective, August 19, 2024

Email from the Office of the President, sent by UCAM to every student, staff, and faculty.

Welcome to the Fall 2024 semester! This is always a particularly exciting time of the year...I have seen how involvement in the Lobo community can transform and add immense value to a student's university experience. Whether it's through student organizations, community service or service-learning, Greek life, or student employment, I encourage you to make the time to connect with

President's Weekly Perspective, August 19, 2024

<https://president.unm.edu/documents/weekly-perspective/2024/presidents-weekly-perspective-2024-08-19.pdf>

President's Weekly Perspective, September 9, 2024

<https://president.unm.edu/documents/weekly-perspective/2024/presidents-weekly-perspective-2024-09-09.pdf>

your fellow Lobos and explore some of the many opportunities to learn more about yourself and our community.

UNM Hospital to Host Listening Session

The University of New Mexico Hospital will be hosting a community listening session to provide residents of Bernalillo County District 3 an opportunity to share their thoughts on healthcare and the upcoming extension of the UNM Hospital mill levy, which will appear on the ballot this November. The listening session will take place at 5:30 p.m. on Monday, August 26, at the International District Library. I appreciate the engagement of UNMH CEO Kate Becker and her team with the greater Lobo community to help ensure we continue delivering more to meet the healthcare needs of New Mexicans.

President's Weekly Perspective, September 9, 2024

Gauderman Delivers Community-Engaged Research Lecture:

Innovative research is a way of life here at The University of New Mexico, and we are proud to engage our community in a great deal of the research we conduct. One of the highest awards presented to our researchers at The University of New Mexico is the Community Engaged Research Lecture (CERL) Award. This award honors Lobo faculty for exceptional work that profoundly and systematically affects the relationship between UNM and the larger community in a positive and meaningful way. This year's CERL Award winner is Kimberly Gauderman, associate professor of Latin American History, who will deliver the lecture *Practicing Asylum: Scholars as Expert Witnesses in Latin American Asylum Cases*. Gauderman, who has been with UNM since 1998, says her lecture will be rooted in her work as an expert witness in cases involving Latin American asylum seekers fleeing gender- and sexuality-based violence, and will reflect on the root causes of migration, the complexity of the asylum system, and the role of scholarly expertise in asylum cases.

3.4 Other (Maximum word count of 500 words)

Communication from the Office of Academic Affairs by James Paul Holloway, Provost and Executive Vice President for Academic Affairs, November 14, 2024

Here at UNM, there continue to be numerous opportunities to refresh and grow. This is Research and Discovery Week, and tomorrow we will host “Breaking Barriers,” a daylong Symposium on Community Engagement. UNM is currently preparing a report for reaffirmation of our Carnegie Elective Classification for Community Engagement, and this classification – or rather the scholarship, learning, and service that underlie it – is just one of the many ways that we live our UNM 2040 values and our goal to Advance New Mexico.

The symposium, organized by Tim Castillo, director of Community Engagement Initiatives, will provide education, awareness, and actionable ideas for faculty and others at UNM who are interested in community-engaged learning and scholarship. It will undoubtedly demonstrate the many benefits of creating the partnerships that uphold this work and enable our service through outreach. I hope many of you will participate in the symposium, as there will be fruitful discussions and opportunities to establish exciting partnerships that will benefit our New Mexico communities while furthering our academic mission.

For each of us, community engagement can take many forms. Within the university, it might be service tied to learning and scholarship, but for individuals, another vitally important form is through voting. I first cast a ballot when I was a student at the University of Illinois. I was excited to do so, and through my choice, shape the future of our nation! My preferred candidate lost. But the purpose of voting is not to win, it is to participate. To participate in the ongoing, never-completed project that is democracy. I have voted in every election since. So I am heartened to see that New Mexico had near-record voter turnout of over 66%. Our state participated. As I walked through the Student Union

Communication from the Office of Academic Affairs by James Paul Holloway, Provost and Executive Vice President for Academic Affairs, November 14, 2024

<https://provost.unm.edu/resources-and-reports/academic-dispatch-docs/2024/academic-dispatch-november-14-2024.pdf>

Sarah Belle Brown Award

<https://president.unm.edu/events/sarah-belle-brown-award/index.html>

Building on Election Day, I was encouraged by the long line of students and others waiting their turn to participate via a vote, some likely for the first time. This was a powerful demonstration that young voters care about our community and know the value of participating in the project. And if your preferred candidate failed to prevail, it remains an opportunity to consider honestly and with empathy why others might have made other choices, to continue to use the various tools of democracy to influence our elected officials as our wisdom suggests, and to work toward the next election.

The Office of the President - Sarah Belle Brown Award

From the president - “Each year, I have the honor of recognizing one student, one faculty member, and one staff member as recipients of UNM’s Sarah Belle Brown Award, presented to those in the Lobo community who serve as examples of social responsiveness and who have donated considerable personal time and effort advancing The University of New Mexico’s public service mission.”

4. Describe how community engagement is emphasized as part of the institution’s brand message identity of framework.

Community Engagement, Integrated to UNM’s Brand and Culture

UNM, as noted throughout sections in this application, has a long history of community engagement intertwined with an institutional prerogative to an environment keenly aware of the diversity of its constituent student, faculty, and community groups.

The university’s dedication to supporting diverse backgrounds is the portal into sustainable community engagement. As described in the application, it is also part of the reason that developing a

community engagement framework also requires careful analysis of existing issues with perceived authenticity and intent in curriculum and in community relationships.

All said, the university’s branding across a wide array of public-facing platforms, messaging, and target audiences visibly braids and depends on community engagement.

In the UNM 2040 framework: Opportunity Defined, UNM’s current strategic plan, community engagement holds a prominent and significant role, both in the report’s data and in clarified language.

Development of the report itself relied on over a dozen focus groups of faculty, staff, students, administrators, and leadership, and sourced survey responses from more than 1600 members of the at-large UNM

community – a literal representation and valuation of community engagement.

On the third page of the report in President Garnett Stoke's letter framing the importance of the 20-year vision, she states, "But the results, as I think you'll see, reflect the serious care, contemplation, and community engagement that went into this process, helping us forge a path forward that not only truly reflects UNM's institutional goals and aspirations, but our unique culture and character as well."

The phrase "community engagement" also appears in two out of five objectives for Goal Two of the UNM 2040 report, "Student Experience and Educational Innovation," where the objectives note, "Provide experiential learning opportunities for every student, ensuring... community engagement..." and "Expand educational opportunities and engage with lifelong learners to deepen community engagement, enhance the UNM brand, and support entrepreneurship..."

UNM's website presences also center community engagement as core to UNM's brand and intended impact.

- UNM Hospital dedicates a page to their Community Engagement Department, which promotes community outreach and events alongside diversity, equity, and inclusion initiatives (1).
- The UNM Anderson School of Management, UNM's renowned business schools, hosts several programs under their flagship "Corporate and Community Engagement" curriculum, stating, "Anderson CCE is here to serve the community" (2).
- The UNM Health Sciences Center specifies their own news page specifically for community engagement stories, covering topics from rural technology and community health

for native communities, to medical interpretation and "street medicine" programs (3).

- The HSC Center for Participatory Research details its participatory education and research efforts (4).
- The Office of Community Engagement also has an online home base where we share news, promote lectures and prizes, and share high-quality video and marketing on the university's community engagement efforts (5).

SECTION FOUR



Quality of Community Engagement Relationships and Academic Partnerships

1. Describe at least five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of the campus - which includes teaching, learning, and research, and illustrate both the breadth and depth of community engagement during the most recent academic year.

Campus questions for each partnership:

- *1. Project/Collaboration Title*
- *2. Community Partner Name*
- *3. Community Partner Contact*
- *4. Name of community organization/group*
- *5. Campus Partner (person, program, department, center, etc.)*
- *6. Purpose of the Community-Campus Partnership*
- *7. Provide one example as to how reciprocity and mutual benefit are enacted through the partnership*
- *8. Length of Partnership*
- *9. Number of faculty involved*
- *10. Number of staff involved*
- *11. Number of students involved annually*
- *12. Titles of Courses Linked to Partnership*
- *13. Grant funding, if relevant*
- *14. Research projects linked to partnership, if relevant*
- *15. Impact on the community*
- *16. Impact on the campus*

1. College of Education and Human Sciences (COEHS)

- Project/Collaboration Title: District Partner Teacher Residency Program (1)
- Community Partner Name: Dr. Valerie Hoose
- Community Partner Contact: valerie.hoose@aps.edu
- Name of community organization/group: Albuquerque Public Schools
- Campus Partner (person, program, department, center, etc.): Marjori Krebs, faculty member in the Teacher Education, Educational Leadership and Policy (TEELP) Department and Director of Licensure
- Purpose of the Community-Campus Partnership: The District Partner Teacher Residency collaboratively recruits, prepares, and supports caring, committed, high quality, diverse educators for PK-12 students in New Mexico. Partners include superintendents and heads of school across New Mexico New Mexico school districts and charter schools, including Albuquerque Public Schools, Rio Rancho Public Schools, Los Lunas Public Schools, Belen Municipal School District, among others.
- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: Our charter school and school district partners benefit from DPTR by hiring teachers who have been prepared in a year-long clinical experience in their own schools and districts, ready to teach students using their curriculum and connecting with their parents and community.
- Length of Partnership: Fall 2017 to Spring 2025 (8 years)

- Number of faculty involved: 20
- Number of staff involved: 5
- Number of students involved annually: 75
- Titles of Courses Linked to Partnership: There are 30 courses that students take paired with their year of District Teacher Partner Residency, paired with their final year of teacher preparation in the following licensure areas: Family & Child Studies--Early Childhood (PK-Grade 3), Elementary Education, Secondary Education, Special Education, Dual Licensure (Elementary & Special Education), Visual Arts Education, and Music Education. While word count limits our capacity to list all courses, these courses include:
 - a. FCS 402: Teaching and Learning Reading and Writing,
 - b. MUSE 400: Student Teaching in the Elementary School,
 - c. SPCD 313: Curriculum for Learners with Disabilities,
 - d. SPCD 595: Advanced Field Experience, and
 - e. EDUC 321L: Teaching Social Studies K-8
- Grant funding, if relevant: State legislative funding – The program's funding is secured through the New Mexico Public Education Department, specifically allocated from House Bill 2 (HB 2) in 2024. This financial support underscores the state's commitment to addressing teacher shortages and improving the quality of education by investing in innovative teacher preparation models like the District Partner Teacher Residency.
- Research projects linked to partnership, if relevant
- Impact on the community: This wide-reaching collaboration allows the program to tap into diverse educational

environments, providing residents with a comprehensive view of the challenges and opportunities within the state's public education system. Residents in the program undergo rigorous training within the TEELP, Early Childhood, Visual Arts, Music Education, and Special Education Departments at UNM. The program is structured to ensure that residents complete their licensure coursework, obtain Level 1 Licensure, and transition into full-time teaching roles. The residency program not only focuses on developing highly skilled educators but also fosters strong partnerships between UNM and the participating school districts and charter schools. These partnerships ensure that the program remains responsive to the needs of local communities, ultimately contributing to the long-term success and sustainability of New Mexico's public education system.

- Impact on the campus: Over the years, the program has demonstrated a strong success rate, with 75% of participants completing residency and transitioning into full-time teaching roles.

2. School of Engineering (SOE)

- Project/Collaboration Title: METALS Community Liaisons Through Non-Profit SRIC (Southwest Research and Information Center) (2)
- Community Partner Name: Chris Shuey, Director, Uranium Impact Assessment Program
- Community Partner Contact: sric.chris@gmail.com
- Name of community organization/group: Southwest Research and Information Center
- Campus Partner (person, program,

department, center, etc.): UNM METALS (Director, Dr. Jose Cerrato)

- Purpose of the Community-Campus Partnership: The project aims to assess and mitigate the environmental and health impacts of uranium and other heavy metals in these communities, which have been disproportionately affected by mining and other industrial activities.
 - Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: “METALS” has involved the Navajo Nation and Pueblo of Laguna in extensive environmental monitoring, data collection, and research towards remediation efforts. This project also emphasizes the importance of traditional knowledge and community-led approaches, ensuring that the interventions are culturally appropriate and sustainable. Graduate students, faculty, and community members alike share knowledge grounded in community-led values, especially in equipping students and the university community to better address these problems from an institutional perspective, while equipping these communities with skills that can immediately address environmental health concerns.
 - Length of Partnership: 2017 to present; building on 8 years of existing and ongoing UNM partnerships with metal remediation research in this community. Partners include the Navajo Nation, including the Red Water Pond Road Community Association, the Blue Gap-Tachee Chapter, and the Cameron Agricultural Ad Hoc Committee (CAAHC) of Cameron Chapter; and the Pueblo of Laguna, particularly working with their Environmental and Natural Resources Department (ENRD)
- Number of faculty involved: 20
 - Number of staff involved: 10
 - Number of students involved annually: 20
 - Titles of Courses Linked to Partnership: METALS has included a capstone course in Environmental Science, EPS 490 Geologic Presentation, in which Professor Joseph Galewsky, in partnership with the Pueblo of Laguna, developed a sampling trip and analyses of environmental samples.
 - Grant funding, if relevant: The collaboration is funded by NIH grant #P42ES025589. Phase I for P42ES025589 was active from July 2017-June 2022. Phase II of this award goes from July 2022 and until June 2027.
 - Research projects linked to partnership, if relevant: 5 research projects are included within the UNM METALS collaboration. They include:
 - a. Project 1 (BioProject Community, BPComm): Biomarkers and mechanisms of metal and mixed metal exposures
 - b. Project 2 (Environmental Science and Engineering Project Particulate Matter, ESE PM): Transport and Bioavailability of U and co-occurring metals in particulate matter from agricultural tribal lands affected by mining legacy
 - c. Project 3 (BioProject Gut): Mechanisms of Modulation of Gut Immunity by Ingested Uranium and Mixed Metal Exposures
 - d. Project 4 (BioProject Lung): Inhaled Mine-Site Derived Metal Particulate Matter Drives Pulmonary and Systemic Immune Dysregulation
 - e. Project 5 (Environmental Science and Engineering Project Remediation, ESE Remed): Bioremediation by Integrating Plant-Fungi Symbiosis and Natural Minerals for Uptake of Metal mixtures

- Impact on the community: Through this collaboration, community liaisons from both the Navajo Nation and the Pueblo of Laguna are hired and trained to act as intermediaries between researchers and residents. These liaisons play a crucial role in facilitating communication, ensuring that research findings are accessible, and advocating for community needs and involvement in environmental health projects.
- Impact on the campus: The METALS Community Liaisons Through Non-Profit SRIC project, led by Dr. Jose Cerrato, represents a unique collaboration between the UNM METALS Superfund Research Program Center and the Southwest Research and Information Center (SRIC). It demonstrates the opportunities at UNM to meaningfully make a difference in the communities that contribute to UNM, and to ensure community interests are protected by UNM's work.

3. Department Spanish and Portuguese - Linguistics Department (College of Arts and Sciences)

- Project/Collaboration Title: "Bridging research and praxis to promote multilingualism and multiculturalism in New Mexico" (3)
- Community Partner Name: Alicia Borrego (Director, NMAEYC)
- Community Partner Contact: alicia@nmaeyc.org
- Name of community organization/group: New Mexico Association for the Education of Young Children (NMAEYC)
- Campus Partner (person, program, department, center, etc.): Naomi Shin, a faculty member from the Department of Linguistics and Spanish and Portuguese Department.
- Purpose of the Community-Campus Partnership: This project focuses on understanding how young children develop language skills in environments where multiple languages are spoken.
- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: This partnership is particularly significant because it allows the research to have real-world applications, directly benefiting children enrolled in NMAEYC programs. The involvement of this community partner ensures that the research findings can be translated into practical strategies for supporting language development in young children, particularly in diverse and multilingual settings. As a result, professional development modules/workshops were implemented with over 100 educators to disseminate information about linguistic diversity and linguistic bias, which have included NMAEYC, the Diné Language Teachers Institute, New Mexico School for the Deaf, and Explora Summit for Early Science Learning.
- Length of Partnership: 2021 to 2026 (funded)
- Number of faculty involved: 3
- Number of staff involved: 1
- Number of students involved annually: 3
- Titles of Courses Linked to Partnership: This is community-based research and is not directly tied to courses at this time.
- Grant funding, if relevant: The project is generously funded by W.K. Kellogg Foundation, a well-known organization that supports initiatives aimed at improving the lives of New Mexico residents via early childhood education

initiatives. Their three grants have totaled \$474,975. This financial support is crucial for the project's success, enabling the team to carry out their research and achieve their goals.

- Research projects linked to partnership, if relevant: Related and funded research projects with Professor Shin surrounding multilingualism and multiculturalism in New Mexico include:
 - a. Lobo Language Acquisition Lab: Next Steps (Sept 1, 2024-Feb 28, 2026)
 - b. Bridging research and praxis to promote multilingualism and multiculturalism in New Mexico (Dec. 1, 2022 – May 31, 2024)
 - c. Lobo Language Acquisition Lab (Sept. 1, 2021 – Feb. 28, 2023)
- Impact on the community: By focusing on early childhood language development in a multilingual context, the project not only contributes to academic scholarship but also has the potential to make a significant impact on educational practices and policies in the region. Community educators who have participated in workshops completed exit surveys. Ratings were high (DLTI: 4.6/5, NMAEYC: 4.6/5, La Cosecha: 4.4/5). Teachers appreciated the opportunity to self-reflect to decrease stigma and to see “how we are all biased.” Others loved the resources and scenarios designed to practice applying newfound knowledge. We also created a module on linguistic bias for the New Mexico Public Education Department micro-credential New Mexico Education Acts (NMEA). As of 4/23/24, 369 educators have completed that micro-credential.
- Impact on the campus: A dedicated team of faculty members, including Naomi Shin and one other colleague, along with three students, is actively

involved in various research activities. The involvement of students in this project is particularly noteworthy, as it provides them with hands-on experience in conducting research and contributing to meaningful academic work. Additionally, these researchers and students are now collaborating with UNM's Project ECHO (a UNM-housed nonprofit based in the Health Sciences Center) to deliver workshops to teachers in New Mexico who take education courses with ECHO.

4. UNM Health Sciences Center College of Public Health

- Project/Collaboration Title: Family Listening Program (FLP) Community-Based Participatory Research Culturally-Centered Implementation Project (4)
- Community Partner Name: Benelda Cohoe-Belone, Program Director
- Community Partner Contact: benelda.cohoe-belone@ihs.gov
- Name of community organization/group: Ramah Navajo Prevention Program
- Campus Partner (person, program, department, center, etc.): Lorenda Belone, Professor at UNM College of Education and with the UNM Center for Participatory Research at the College of Population Health
- Purpose of the Community-Campus Partnership: This is a research study funded by the National Institute of Health (NIH) working with partners across Jemez Pueblo, Ramah Navajo, Mescalero Apache, Nahata Dził, Torreon, and Santa Pueblo to support families with curriculum driven by community needs and perspectives.

- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: This work exemplifies extensive partnerships with tribal research teams as research colleagues in all stages of the research process, including co-publication, collaborative presentations at national scientific meetings, and with evidence of improving well-being and reducing depression and anxiety in children as risk factors for substance abuse. Over the years, there have been hundreds of participants, 6 faculty (from three different colleges), 3 staff, many undergraduate and graduate students, and postdoctoral fellows. Many community members, students, and post-doctoral fellows have been involved since 2005.
- Length of Partnership: 2005 to present (20 years)
- Number of faculty involved: 6 (3 faculty from the College of Public Health, 1 faculty from the College of Education and Health Sciences), and 1 faculty from the UNM Health Science Center Cancer Center)
- Number of staff involved: 3
- Number of students involved annually: Annually, 2 Master of Public Health students support the research.
- Titles of Courses Linked to Partnership: There are not specific courses linked to this partnership.
- Grant funding, if relevant: NIH-funded since 2005, current funded study NOA #7R01MD015011 (2020-2025)
- Research projects linked to partnership, if relevant: A summary of the research projects can be found on the website, <https://hsc.unm.edu/population-health/research-centers/center-participatory-research/indigenous-health-and-wellness/family-listening-circle-program>.

html. From 2014-2020, “the aggregated quantitative data from all three participating tribes validated pilot data of strengthened mental health outcomes and leadership skills for children, with qualitative data showing the effectiveness of the program to reinforce cultural identity, history, and language for both children and adults. Results are being provided back to each Tribal Research Team and community for their own use and for their own publication as approved by their tribal authorities.”

- Impact on the community: Each of the 6 tribal partners have now developed their own Family Listening Program in partnership with this research, with a family curriculum that is administered/facilitated by their local tribal research team. Of note, three of the six tribal partners have over 20+ years of research experience, and those three partners have designated community PIs.
- Impact on the campus: This partnership is a long-running opportunity for faculty, students, and staff at UNM to partner with tribal communities, developing culturally-centered prevention programs targeting 4th, 5th, and 6th graders and their parents/caregivers.

5. Geography and Environmental Studies

- Project/Collaboration Title: Community-mapping and community-engaged information design - current collaborations with the R.H. Mallory Center for Community Geography include South Valley Community Mapping, Voices of Pajarito Acequia,

Indigenous Cartographies Symposium, the Tijeras Creek Cultural Corridor Project, the ABQ Resilience Box food systems project, “Traversing El Camino Real de Tierra Adentro,” and a prior service project for the Tijeras Creek Watershed Collaborative (5)

- Community Partner Name: Victoria Vicente, head of Social Studies Division, Rio Grande High School
- Community Partner Contact: victoria.vicente@aps.edu
- Name of community organization/group: Rio Grande High School
- Campus Partner (person, program, department, center, etc.): Maria Lane, Professor and Dean of Graduate Studies
- Purpose of the Community-Campus Partnership: These partnerships focus on preserving histories, ecologies, and communities by developing community-driven methods for mapping not only literal paths, corridors, or areas, but by also mapping the identities and perspectives held in those places. R.H. Mallory Center for Community Geography is the partner linking all of these projects; the projects have also included middle Rio Grande farmers and producers, the Village of Tijeras, the Carnuel Land Grant, and others.
- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: Community-driven mapping and community-engaged information design projects protect the living cultural landscape of historic pathways, ways of life, and watersheds for both current and future generations. This is achieved by fostering a sense of place through the documentation of oral histories, exploration of landscapes, and understanding of the interconnections between land, water, animals, and

people. UNM faculty and students gain practical skills in mapping and community engagement, enabling the University to lend its capacity to an essential community initiative while providing students and other community members with the opportunity to gain practical experience and develop professional skills.

- Length of Partnership: project start and end dates are not listed in initial data;
- Number of faculty involved: 3
- Number of staff involved: 1
- Number of students involved annually: 25-30
- Titles of Courses Linked to Partnership: Critical Cartography: Geography of New Mexico and the Southwest Information Design for Science and Society
- Grant funding, if relevant: Funding from the National Park Service has totaled \$172,733
- Research projects linked to partnership, if relevant: Student Experience in Geovisualization of Historical Data on Native Trails
- Impact on the community: Waiting to write this out to see if we can fit many projects under one umbrella, or need to choose only one of these related projects
- Impact on the campus: Waiting to write this out to see if we can fit many projects under one umbrella, or need to choose only one of these related projects

6. Chicano/Chicana Studies (CCS)

- Project/Collaboration Title: Initiatives for Student-Engaged Educational Ecosystems College (ISEE College!) (6)

- Community Partner Name: Keith Sanchez, high school teacher at partner school Robert F. Kennedy Charter
- Community Partner Contact: keith.sanchezrfk@gmail.com
- Name of community organization/group: Robert F. Kennedy Charter, a partner school
- Campus Partner (person, program, department, center, etc.): Irene Vásquez, Associate Professor, Chicano/Chicana Studies
- Purpose of the Community-Campus Partnership: The ISEE COLLEGE! Program is an important source of undergraduate and graduate recruitment. Blending dual degree programs, dual enrollment for high school students, and graduate programs, UNM CCS developed an innovative educational ecosystem impacting K-12 schools, student and community engagement, college enrollments of first-generation students, and teacher engagement and professionalization.
- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: As an outcome of the 2019 Mellon grant, CCS graduate students and faculty established the Chicanx Latinx Transfer Scholars program. This year-long program aims to bridge UNM Branch campuses and Central New Mexico Community College students to the Department of Chicana and Chicano Studies at UNM. The Chicanx/Latinx Transfer Scholars Program (CLTSP) is a year-long commitment that takes place during Spring, Summer and Fall 2021. Over the year, the program aims to provide a supportive, culturally relevant, and empowering experience to students who are interested in transferring and obtaining a major or minor in Chicanx Studies.
- Length of Partnership: 2016 to present, with new programs integrated to the partnership starting in 2019 and 2021
- Number of faculty involved: 1
- Number of staff involved: 2
- Number of students involved annually: 22
- Titles of Courses Linked to Partnership:
 1. Dual degree New Mexico heritage classes (up to 12 college credits per student), taught by the certified high school teachers at their schools, in collaboration with Education and Chicana/o Studies experts at UNM,
 2. Dual Degree classes that count as part of the UNM core requirements, High school teachers bring their students to UNM for CCS workshops and events,
 3. Dual enrollment instruction by high school teachers leads to online advanced educational opportunities (MA and PhD degrees in Chicano Studies and other online MA degree programs) for 7 Title 1 schools for high school teachers
 4. Course titles include:
 - i. CCST 1110: Introduction to Comparative Global Societies
 - ii. CCST 2110: Introduction to Chicana and Chicano Studies
 - iii. CCST 1125: Latinx Musical Cultures and Expressions
 - iv. CCST 2996: Special Topics: Curanderismo, Youth Arts, Chicano Art and Community Based-Learning
- Grant funding, if relevant: This program receives \$250,000 in funding from the University of New Mexico as part of the Research and Public Service Projects (RPSP) funding through the Higher Education Department, as provided by New Mexico's general fund in yearly legislative funding.

- Research projects linked to partnership, if relevant:
- 1. Robert “Corky” Frausto, PhD Candidate
 - i. Dissertation title: Mexican American Studies as an Intervention Model to Address Negative Secondary Education Outcomes
- 2. Gabino Noriega, PhD Candidate
 - i. Dissertation title: Latinx Opportunities to Obtain 21st Century Skills and Community Cultural Wealth Within a Dual Enrollment Ethnic Studies Program
- 3. Froilan Orozco, PhD Candidate
 - i. Dissertation title: A Narrative Inquiry on the Impact of Chicana and Chicano Studies in the U.S. Southwest
- 15. Impact on the community: The Chicanx/Latinx Transfer Scholars Program (CLTSP) is a year-long commitment that takes place during spring, summer and fall 2021. Over the year, the program aims to provide a supportive, culturally relevant, and empowering experience to students who are interested in transferring and obtaining a major or minor in Chicanx Studies. Last year’s scholar participants included 8 placements at public schools, two placements at New Mexico State University, one placement at Western New Mexico University, and one placement at Food Corps. Over 15 unique local public K-12 schools were involved in the program. High schools in collaboration includes Albuquerque High School, Atrisco Heritage Academy, Bernalillo High School, Career Enrichment Center, Highland High School, Mark Armijo Academy, Rio Grande High School, Robert F. Kennedy Charter, Siembra Leadership High School, and South Valley Academy.
- Impact on the campus: The ISEE COLLEGE! and CSLT programs have

successfully recruited minors, major, BA, MA, and Ph.D. students. In the 2021 and 2022 CCS graduation celebrations, four BA degree earners and two MA degree earners participated in the program as either a high school student or a high school instructor.

7. Department of Economics

- Project/Collaboration Title: COMEXUS/ UNM Binational Business Program and First Emerging Economy Campaign (7)
- Community Partner Name: Randy Trask, President, New Mexico Trade Alliance
- Community Partner Contact: randy@nmtradealliance.org
- Name of community organization/group: NM Trade Alliance
- Campus Partner (person, program, department, center, etc.): Manuel Montoya
- Purpose of the Community-Campus Partnership:

The NM Trade Alliance, and the various partners throughout the state that are part of the project, are organized to raise the economic well-being and trade profile of the state by leveraging the cultural distinctiveness of New Mexico and connecting it to other emerging economies of the world.

- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership: Professor Montoya has designed programs that foster long-term economic projects and growth in New Mexico. The COMEXUS/UNM Binational Business Program, an international internship initiative sponsored by Fulbright, aims to strengthen trade relations between New Mexico and Mexico by training Mexican leaders to

work in New Mexico.

- Length of Partnership: The COMEXUS program started in 2017. Partners in COMEXUS include the Albuquerque Hispano Chamber of Commerce, and Q Station for the Binational Business Program.
- Number of faculty involved: 1 to 5, depending on the project
- Number of staff involved: 2
- Number of students involved annually: 5-20 depending on the project
- Titles of Courses Linked to Partnership: COMEXUS/UNM Binational Business Program has been integrated into several courses at UNM, particularly ECON 451, and has set the stage for further exploration of space commerce, quantum computing, and cultural economy.
- Grant funding, if relevant: No
- Research projects linked to partnership, if relevant:

Yes. A series of papers on NM as an emerging economy are being drafted now. Furthermore, our work with the NMTA is expanding to include partners such as Space Valley, the City of Albuquerque. Formerly called “IBSG”, the students we work with have created materials for the public that share their travels and experiences. An updated website is coming, but the current one is located here: <https://unmibsg.com/>

- Impact on the community: These programs enhance the international presence of New Mexico and initiate students to awareness of forming international partnerships. COMEXUS has fostered the export capacity of New Mexican businesses, while fellows gain expertise in international trade and economic development. This collaboration has generated significant results, including the creation of a free,

online export readiness tool called “rEx” and the brokering of the first trade agreement between Albuquerque and Mexico City in 2022.

- Impact on the campus: COMEXUS/ UNM connects Fulbright fellows as mentors with UNM students, fostering a culture of international economic understanding on campus.

8. Native American Studies and College of Education and Human Sciences

- Project/Collaboration Title: New Mexico Public Education Department Partnership for Diné Language Teachers Institute (8)
- Community Partner Name: Dr. Shannon Johnson
- Community Partner Contact: johnson_sha@aps.edu
- Name of community organization/group: Diné Bilingual Coordinator, Indian Education Department and Albuquerque Public Schools
- Campus Partner (person, program, department, center, etc.): Tiffany Lee
- Purpose of the Community-Campus Partnership: The Diné Language Teacher’s Institute focuses on professional development for educators teaching the Diné (Navajo) language.
- The project supports both language instructors and community leaders by offering training and resources to improve language teaching methodologies. Through this grant, we offered 18 hours of college course work specifically focused on learning and utilizing Indigenous language immersion methodologies to reverse language shift in Navajo communities.

Through this program, DLTI students (primarily Navajo language) teachers received free tuition and books as well as other support to participate in Navajo language immersion camps. The camps were planned in collaboration with DLTI students and Navajo communities to participate in learning Navajo using the immersion approach.

- Length of Partnership: The initial partnership to start DLTI began in 2010 through 2015, and now the DLTI is self-sustaining, with three directors from three different departments at UNM.
- Number of faculty involved: 7
- Number of staff involved: 5 or more
- Number of students involved annually: 2
- Titles of Courses Linked to Partnership: According to the DLTI website <https://dlti.unm.edu/classes/index.html>, there are currently 8 courses:
 - 1. NATV 462: Native American Oral Tradition and Language Reclamation
 - 2. NATV 2315: Indigenous Language Revitalization and Community Renewal
 - 3. NVJO 315: Advanced Navajo
 - 4. NVJO 401: Navajo Linguistics
 - 5. LLSS 493/593: Issues in Navajo Language and Education
 - 6. LLSS 493/593: Issues in Navajo Language Curriculum Development
 - 7. LLSS 493/593: Teaching Navajo Language in Community and Immersion Settings
 - 8. LLSS 493/593: Navajo Language Pedagogy and Community Engagement
- Grant funding, if relevant: DLTI is a five-year grant from the NM Public Education Department totaling an estimated \$1.5 million.
- Research projects linked to partnership, if relevant:
- Impact on the community: This program ensures that both UNM, New Mexico's largest College of Education, and

the New Mexico Public Education Department, center Indigenous language learning, allow both New Mexico's students and educators to value their native languages. In the past two years, DLTI has been successful in collaborating with Navajo communities and specifically the APS school district to host such events. DLTI also had events in Navajo communities across Navajo Nation over the past three years and has made a great impact promoting critical language advocacy and community engagement to revitalize the language.

- Impact on the campus: The program spans across various academic departments, including Native American Studies, Linguistics, and Language, Literacy, and Sociocultural Studies. Courses associated with the program include NATV 462: Native American Oral Tradition and Language Reclamation, LLSS 493/593: Navajo Pedagogy and Community Engagement, and others related to the Navajo language and education.

2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your academic community partnership activity.

Since the last classification, The University of New Mexico has taken many actions to deepen and improve our partnership practices, efforts aligned with our vision as articulated in the UNM 2040 Opportunity Defined strategic plan.

Key Actions and Initiatives:

1. Establishment of the Office for

Community Engagement (2023): UNM created a dedicated Office for Community Engagement, aimed at centralizing and coordinating community engagement efforts across the university (9). This office serves as a hub for connecting academic departments, faculty, staff, and community partners, providing both strategic direction and support for partnership-building. By offering a centralized point of contact, the office facilitates deeper, more meaningful relationships with community organizations, ensuring that partnerships are not only initiated but also sustained over time with clear goals and shared outcomes.

2. Interdisciplinary Community Engagement Advisory Board (2023):

To strengthen the quality and impact of our community partnerships, UNM established an interdisciplinary Community Engagement Advisory Board in 2023 (10). This board brings together representatives from various academic disciplines and university leadership to advise on best practices, assess partnership effectiveness, and ensure that engagement efforts align with both community needs and academic goals. By integrating diverse perspectives, the advisory board enhances the university's capacity to address complex, multi-dimensional challenges in collaboration with external partners, fostering a reciprocal approach to community engagement and demonstrating our values as a Hispanic Serving Institution (HSI) and tribal serving institution (TSI).

3. Increased Visibility through the Director of Community Engagement Initiatives (2022):

To further enhance the visibility and coordination of community engagement efforts, the provost appointed a director of Community Engagement Initiatives in 2022, housed as a branch of Academic Affairs. This position ensures that community engagement is integrated across the institution and that all partnerships are aligned with UNM's strategic goals. The director serves as a liaison between the

university and community organizations, helping to streamline communication, share resources, and strengthen the reciprocal nature of partnerships.

4. Strengthening Relationships with the Deans Council and Health Sciences Center (Ongoing):

Recognizing the importance of institutional buy-in for effective community engagement, the provost has worked to improve the relationship between the Deans' Council and connections between academic units, particularly the Health Sciences campus, and its relationships with local and regional community organizations. This commitment ensures that faculty and staff from all areas of the university are engaged in community-driven projects, creating cross-disciplinary collaborations that benefit both academic research and community outcomes.

5. Development of a Geo-Information Spatial Map (Summer-Fall 2024):

To enhance our ability to assess and track community engagement efforts, UNM developed a new online Geo-Information Spatial (GIS) Map. This tool enables the university to collect and visualize data related to community partnerships, providing both external audiences and internal university constituents with a comprehensive view of our engagement activities. The map helps identify areas of opportunity for new partnerships, assess the impact of existing relationships, and ensure that resources are allocated efficiently to maximize community impact (11).

3. Describe specific systematic actions, strategies and assessments that are used to ensure the institution, academic units (colleges, departments), and faculty and staff are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships. Be sure to describe: (Maximum word count 500)

Fostering Authentic Collaboration and Reciprocity

Initiatives since the last community engagement have encouraged authentic collaboration and reciprocity with our community partners in several key ways:

- **Inclusive Decision-Making:**

Through the establishment of the Community Engagement Advisory Board and the Director of Community Engagement Initiatives, we have ensured that community partners have a voice in shaping the direction of our engagement efforts.

This fosters a sense of ownership and partnership, where both the university and the community contribute equally to the success of the collaboration. This is something we hope to grow in future years with a Community Partner Advisory Board, as described in Section 10.

- **Sustained Engagement:**

By creating structures like the Office for Community Engagement and integrating community engagement into the university's strategic priorities, UNM has ensured that partnerships are not one-off events but ongoing relationships that are nurtured and developed over time.

- **Reciprocity in Action:** The symposia, partnership week, and other initiatives have emphasized mutual benefits. Community partners contribute valuable real-world insights, while the university offers resources, research, and expertise that directly address community needs. This reciprocal relationship is essential for ensuring that partnerships are equitable and sustainable.

- **Data-Driven Decision Making:**

The GIS map allows for the systematic

tracking of partnerships and their outcomes, helping us refine our practices, find gaps in partner input, and ensure that partnerships remain responsive to the needs of our communities.

This renewed emphasis on community engagement builds on UNM's deliberate and cascading legacy of community engagement with mutual trust. Professor Jose Cerrato has allied with Indigenous communities for decades, building trust and broadening programs that build Indigenous community knowledge of environmental sustainability and water access while providing better skills to access federal funding and collect their own data.

Another example is in the College of Education's innovative teacher residency program, which insulates new teachers from entering a profession without sufficient experience, while providing additional classroom support and real-time experience based in New Mexico's classrooms. This program also was successful enough to establish long-term funding in the form of legislative support written into the state's general fund budget.

New Mexico has stark needs. Hundreds of thousands of our citizens grapple with pollution, lack of infrastructure, and insufficient education support. UNM's partnerships create communal resources for issues and priorities where UNM's support is best diverted and focused.

Additionally, as an R1 institution, UNM faculty, staff, and students, benefit from funding for community engagement from a variety of renowned partners with definitive standards for adhering to community partnerships, including the Environmental Protection Agency, the McCune Foundation, in-state legislative funding, the US Main Street program, and

others.

4. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Maximum word count of 500 words)

Deliberate Steps to Strengthen CE Partnerships

Since the last classification, The University of New Mexico has taken a number of significant steps to deepen and improve our partnership practices, guided by the recognition that meaningful community engagement requires ongoing dialogue, co-creation, and a commitment to mutual benefits.

One of the most important actions taken to strengthen our partnerships is the hosting of annual symposia for community collaboration since 2023. The 2023 and 2024 symposia were designed as a platform for faculty, staff, students, and community leaders to come together to highlight mutual benefit, share knowledge, and encourage new opportunities for collaboration and partnerships (12, 13). The symposia have helped highlight that community engagement is not a one-way exchange but a reciprocal process that enriches both the university and the broader community.

In 2024, the Office of Community Engagement coordinated a week-long partnership initiative in collaboration with the Center for Community Engagement (CEC) and the Center for Teaching & Learning (CTL), aimed at providing hands-on, community-based learning experiences for students, faculty, staff and community members (14).

This initiative brought together students, faculty, community partners, and the university leadership to engage in hands-on learning and co-created projects that address community needs. The week-long event included workshops, discussions, and collaborative project planning sessions, providing a space for community partners to engage with faculty and students in a meaningful and mutually beneficial way. This initiative also emphasized the value of community-based learning and ensured that community partners were equal stakeholders in the educational process.

Importantly, the initiative emphasized the value of community-based learning by ensuring that community partners were not just recipients of academic expertise but active participants in the educational process. This approach reinforced the idea that community partners are equal stakeholders in academic and research initiatives, contributing their expertise and lived experiences to shape the direction of projects. Through this initiative, UNM was able to promote deeper, more authentic collaboration between the university and community organizations, ensuring that the impact of our work is aligned with real-world needs and is beneficial for all involved.

These initiatives also support the long-term sustainability of our partnerships by providing opportunities for reflection, feedback, and continuous improvement, ensuring that the collaborations remain relevant, impactful, and mutually enriching. Through these efforts, UNM has fostered a stronger, more reciprocal relationship with our community partners, positioning us to continue making a positive impact both locally and globally.

SECTION FIVE



Faculty and Staff

As evidence provided for your earlier classification, you described the ways the institution offers resources and support services for faculty in any employment status (tenured/tenure track, adjunct/clinical/non-tenure track, and part/full time) and/or staff who seek to develop or deepen community engaged approaches and methods.

For reclassification, describe what currently is in place and what has changed, if anything, with resources and support services for community engagement. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered, and how many faculty and staff participate.

Since the last classification, The University of New Mexico has significantly enhanced its community engagement initiatives by deepening its partnerships with local collaborators.

Guided by principles of co-creation, reciprocity, and mutual benefit, these efforts have focused on fostering authentic collaboration that prioritizes sustainability and impactful outcomes. UNM's commitment to integrating community engagement into both its academic and institutional culture has led to several key developments in the resources and support services available for this purpose.

New Campus-Wide Community Engagement Activities

A major advancement has been the organization of annual symposia for faculty and community collaboration in 2023 and 2024, and the Spring 2024 Community Engagement Week co-organized by the Office of Community Engagement, the Center for Community Engagement, and the Center for Teaching & Learning (1, 2).

These initiatives brought together faculty in different stages of their careers.

Some of the workshops included a panel of tenured faculty who shared their career experiences of obtaining tenure while working in community engagement and offered valuable perspectives to early career faculty members with an interest in community engagement. A panel of deans from schools and colleges across campus explored how academia and community engagement are vital to UNM's mission, and ways to cultivate a more effective ecosystem for promoting civic and community engagement and engaged in discussions about successful frameworks for community partnerships.

Broad Changes in Professional Development at UNM

Since the 2020 Community Engagement Carnegie classification, the content and approach of professional development in community engagement have evolved. Where previously it focused mainly on service learning and volunteerism, UNM's professional development now emphasizes co-creation, partnership-building, and addressing systemic community needs.

This shift in focus is evident in the programming of the symposia and the spring partnership initiative, both of which include topics related to sustainable and impactful community collaborations. The results of these changes have been promising, with positive feedback from staff and community partners as we have moved forward with the 2026 reclassification.

Data Systems + Media Improve Faculty and Staff Outreach

As seen in Section 6 of this application, one notable change in our reclassification is the representation of 19 additional departments

in our assessment of community-engaged courses and faculty.

This is due to three factors, where the Office of Community Engagement had deliberate outreach in collecting data for the reclassification, where community-engaged professional development made more faculty and staff aware of how their courses and research may already demonstrate community-engaged learning, and where media output from the Office of Community Engagement furthered awareness of existing resources for community engagement at UNM (whether that is the Community Engagement Academy, Center for Participatory Research, programming from OCE, collaborations with faculty, and others).

Overall, more staff and faculty are collectively aware of what community engagement is, and they are more aware of resources being made available to further community-engaged scholarship and practices.

Check all of the community engaged professional development programs faculty and staff are provided. These programs provide educational training to improve community engagement across faculty and staff roles.

- ***Syllabus development and implementation planning***
- ***Partnership initiation, development, management, assessment planning***
- ***Remote/online community engagement (curricular or co-curricular)***
- ***Inclusion of community engagement in evaluation criteria of student learning outcomes***
- ***Participation on learning communities, writing retreats, engaged learning institutes related to community engagement***
- ***Training to understand ethical engagement practices that ensure equitable access and opportunity***

related to community engagement

- ***Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers***
- ***Global and intercultural community engagement***
- ***Climate and Sustainability Development Goals connected to community engagement Social innovation, entrepreneurship, and economic engagement***
- ***Engaged learning webinars and workshops***
- ***Other: (please describe)***

Describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate.

Example 1: Engaged Learning Webinars and Workshops

1.1 Project ECHO at the University of New Mexico

Purpose: Project ECHO (Extension for Community Healthcare Outcomes), a program managed by the UNM Health Sciences Center, facilitates community-embedded learning and professional development globally (3). Utilizing a telementoring model, Project ECHO fosters virtual communities of practice that combine educational lessons with case studies. This model, distinct from traditional webinars, allows participants to learn through shared experiences and expertise, encouraging ongoing collaboration and professional growth.

Audience: Project ECHO serves various professionals across New Mexico, with

programs spanning health, education, and social services. Some focus on early childhood education, K-12 STEM and literacy, higher education, school-based health, and civic education.

Activities: Many programs convene up to three times a month, supporting continuous engagement and peer learning. For example, the New Mexico Opioid Crisis and Pain Management ECHO program limits participation to 20 members per cohort to maintain a close-knit professional network, ensuring meaningful interaction and long-term engagement. Several programs offer certification and continuing education credits, enhancing professional development.

For instance, ECHO trains pharmacy students and pharmacists to manage hepatitis C. The treatment focuses on rural communities where specialized care is limited, and many programs collaborate with the NM Medical Board to meet regulatory requirements.

At the heart of Project ECHO is community engagement, where university faculty, staff, and external experts collaborate to create non-hierarchical learning environments. These programs embody the vision of a university deeply connected to its community. Rather than offering isolated professional development, UNM's ECHO programs create spaces where professionals from various backgrounds—faculty, local experts, and community members—work together for mutual learning.

Results: Notable examples include:

- New Mexico Peer Education Project (NMPEP): Aimed at reducing hepatitis C prevalence in prisons, NMPEP is led by Dr. Karla Thornton and partners with formerly incarcerated individuals, community stakeholders, and universities. The program provides training and outreach to inmates,

wardens, and healthcare professionals.

- Adverse Childhood Experiences (ACEs) ECHO Program: This program addresses the effects of ACEs across New Mexico, drawing participants from diverse fields such as education, social work, and healthcare. It offers free continuing education credits and promotes collaborative learning about ACEs' impact on children and communities.
- Reflective Practice in Early Care and Education: This initiative supports early childhood professionals across the state by fostering mindfulness and reflective practices. The program provides resources, mentorship, and collaborative strategies to improve early education outcomes.

In total, Project ECHO operates 74 programs in New Mexico alone, impacting more than 344,000 New Mexicans since 2003. Through these programs, UNM is shaping a dynamic learning environment that enhances both academic and community knowledge, demonstrating how universities can foster cross-disciplinary, community-driven professional development.

Participation: Hundreds of UNM faculty, students, and staff participate in running, and attending, Project ECHO programs, every year. There have been over 1,200 programs run in New Mexico and 196 worldwide.

1.2 Community Engagement Community Academy

Purpose: The Community Academy is an important next step within the Office of Community Engagement in partnership with the Center for Participatory Research leadership and other departments and colleges throughout campus, where for faculty and staff that cannot attend a full week-long Community Based Participatory Research Institute benefit from a shorter (half-day or full-day) introductory session

to CBPR and community engagement, with steps for extending this training across campus.

Audience: The audience is faculty and staff who are new to CBPR, who want to learn more skills on CBPR, or who want help integrating community engaged practices to current research, scholarship, and curriculum.

By providing targeted support for new career faculty, the Academy ensures that those involved in CE have access to mentorship, professional development, and resources that enable them to integrate engagement principles into their teaching, research, and service activities.

Activities: Initial Community Academy meetings have focused on methods from the Center for Participatory Research at the College of Population Health, exploring faculty needs and building relationships at workshops and planning sessions.

Results: The Community Academy, in addition to building engagement and awareness with more faculty and staff, has worked to establish the following program goals:

- Provide foundational training in community engagement and engaged scholarship.
- Support faculty and graduate students in integrating community-based participatory research (CBPR) into their work.
- Foster interdisciplinary collaboration between UNM researchers and community partners.
- Develop institutional support and recognition for community engagement efforts.
- Align with the Center for Participatory Research (CPR) to leverage expertise and existing programs.

Participation: 23 faculty and staff

Example 2: Engaged Learning Institutes Related to Community Engagement

2.1 Community Engagement Week 2024

Purpose: From April 1 to April 5, 2024, The University of New Mexico hosted “Community Engagement Week” (CEW), organized by the Office of Community Engagement in collaboration with faculty, staff, and local community partners. The event highlighted the power of community collaboration, blending long-standing traditions of community service with new resources and opportunities for engagement.

Audience: CEW 2024 brought together a diverse group of faculty and staff from various academic disciplines, demonstrating how community engagement practices evolve at UNM.

The event reinforced UNM’s ongoing commitment to strengthening community relationships, and empowering students, staff, and faculty to engage meaningfully with their communities.

Activities: Community Engagement Week showcased UNM’s commitment to cross-campus and cross-department collaboration. In addition to workshops organized by the Office of Community Engagement, the week featured a mini-conference by the Center for Teaching and Learning and the 14th Annual Symposium hosted by the Community Engagement Center. While the Office of Community Engagement focuses on the broader community engagement mission at UNM, the Community Engagement Center focuses on equity and inclusion in research and campus initiatives.

Results: Prominent workshops included topics such as:

- **Best Practices in Community Engagement:** This session, aimed at early-career faculty, highlighted how to build mutually beneficial partnerships with communities. Faculty from Chicano and Chicana Studies, Community and Regional Planning, and the College of Education led discussions on fostering long-term community connections.
- **Leadership Investment in Community Engagement:** Four deans discussed how leadership supports community engagement and frameworks for establishing sustainable partnerships.
- **Community-Based Participatory Research:** Faculty from the Center for Participatory Research shared their experiences in conducting collaborative research with Indigenous and rural communities, highlighting the importance of community-driven methodologies in scholarly work.
- **Community Engagement in Classroom and Research Structures:** This session explored how community engagement is integrated into UNM's tenure and promotion process and the challenges and opportunities it presents for faculty members.

On the third day, UNM President Garnett Stokes addressed participants, emphasizing the university's role in community engagement as outlined in the UNM 2040 Strategic Plan.

The week concluded with the 14th Annual Community Engagement Center Symposium, focusing on themes of organizing for change and amplifying community voices.

Participation: The week-long event gathered hundreds of students, faculty, and staff. The two days were dedicated to faculty training and mentoring. The event had a registration of 60 faculty, staff, students, and community members.

2.2 Community-Based Participatory Research for Health: Indigenous, Decolonizing and Critical Methodologies

Purpose: This is an intensive co-learning institute to explore how CBPR intersects with indigenous and critical methodologies, including the challenges for academics and community members to co-construct knowledge for improved health equity (4).

Audience: The audience includes faculty, students, and staff.

Activities, Results, and Participation: Masters students enrolled for two credits are expected to participate in readings and discussions; for three doctoral credits, requirements include a CBPR methodology or theory paper. Enrollment is limited to 70 participants each year and welcomes a mix of graduate students, post-doctoral fellows, faculty, researchers, community partners/researchers, academic-community teams, health professionals, and others.

Operating since 2009, this summer institute has had 700 participants to date from staff, faculty, and students.

2.3 Center for Collaborative Research and Community Engagement

Purpose: The College of Education and Human Sciences at UNM hosts a variety of professional development opportunities centered on community engagement, most notably through its Center for Collaborative Research and Community Engagement (CCRCE).

Audience: The CCRCE Showcase serves as a platform for faculty, staff, and students to highlight projects and research that engage with diverse New Mexico communities.

Activities: The CCRCE Showcase has

featured community-based research, interdisciplinary collaboration, and funding opportunities for research projects, totaling over \$2 million in funding. Past events have included presentations on topics such as cervical cancer education for Hispanic/Latinx women, revitalizing Native American education, and community-driven approaches to Indigenous education.

Results: The CCRCE supports community-engaged scholarship by offering funding opportunities for collaborative projects, including up to \$6,000 for graduate student initiatives. The showcase provides a space for UNM researchers to present their findings, network with community partners, and receive feedback from both academic and local stakeholders. Additionally, the College of Education and Human Sciences regularly hosts events and supports the BOOST initiative, which assists UNM research administrative staff.

Example 3: Documenting and Evaluating Promotion, Tenure, and/or Reappointment Dossiers for Faculty Candidates and Reviewers

Purpose: The University of New Mexico recognizes the importance of evaluating faculty candidates who engage in public scholarship that has tangible benefits for both the academic community and the broader society.

Audience: This is a process for faculty. Activities: To ensure fairness and consistency in evaluating these contributions, the provost's Promotion and Tenure Advisory Committee (PARC) established a sub-committee tasked with developing a publicly engaged scholarship evaluation Rubric. This rubric serves as a guiding tool for reviewers to assess public scholarship across all stages of promotion, tenure, and reappointment dossiers.

Results: The rubric aims to capture the diverse forms of publicly engaged scholarship that faculty members contribute, ensuring that community-driven research, service-learning, and public-facing initiatives are recognized alongside traditional academic outputs. The rubric evaluates a faculty candidate's engagement with communities and external stakeholders, including the impact of their scholarship on local and global communities, as well as their contributions to addressing real-world problems.

Participation: The PARC committee is composed of 22 full faculty professors representing schools and colleges throughout the University. A sub-committee was established by community-engaged scholars and was composed of four members and the senior vice provost.

Describe the formal recognitions provided by your institution through campus-wide awards and/or celebrations for faculty/staff that partake in academic community engagement.

Two New Awards for Community Engagement

At UNM, academic community engagement is highly valued, and the institution has established several formal recognitions to celebrate and honor faculty and staff who contribute to this vital area of scholarship. These awards not only acknowledge outstanding individual contributions to community engagement but also help highlight the university's commitment to fostering mutually beneficial relationships between academic research and community-driven needs. Two key awards that exemplify this recognition are:

- The Annual Community-Engaged Scholarship Lecture Award (5)

- The Center for Regional Studies Community-Based Research Awards (6)

The annual Community-Engaged Scholarship Lecture Award is one of the most prestigious recognitions for faculty who demonstrate exceptional commitment to community-engaged research and scholarship. This award is provided by the UNM Office of the Vice President for Research and recognizes faculty who have made significant contributions to academic research that directly involves or benefits the community, particularly through collaborative partnerships with local, regional, or global community stakeholders. The recipient of this award is invited to deliver a public lecture, showcasing their work and its impact on both the academic community and the broader society.

The lecture serves as a platform for sharing innovative community-based research, highlighting best practices, and fostering discussion on the challenges and rewards of community-engaged scholarship. This public lecture not only elevates the importance of community engagement but also encourages other faculty members to integrate similar approaches into their research and teaching.

In addition to the Community-Engaged Scholarship Lecture Award, UNM recognizes outstanding community-based research through the Community-Based Research Awards offered by the Center for Regional Studies (CRS). These awards are designed to celebrate faculty, staff, and community collaborators whose research is deeply rooted in addressing community-identified needs and challenges.

The CRS awards highlight projects that emphasize the reciprocal relationship between researchers and community partners, ensuring that research benefits both academic advancement and tangible community impact. These awards are typically given in various categories, such

as health, education, social justice, and environmental sustainability, depending on the focus areas of the research. The recognition not only rewards faculty for their innovative work but also showcases the practical applications of academic research in solving real-world problems.

These awards help foster a culture of excellence in community engagement, where academic knowledge is not only generated within university walls but is also shared with and used to support the broader community. Through these celebrations of academic-community partnerships, UNM continues to strengthen its role as a leader in producing research that is both impactful and socially responsible.

Provide 5 to 10 examples of staff scholarship (conference presentation, publication, consulting, awards, etc.) that have taken place since your last classification.

1. KUNM Radio 89.9 FM

<https://www.kunm.org/>

UNM's radio station, KUNM, provides significant local coverage and cultural programming, and has grants to cover community and public health. With a 60-mile radius from Sandia Crest, KUNM reaches over 1 million people, and nearly all of the Pueblos in New Mexico. Their community calendar, advertising, and programming has included:

- "Community Engagement for forming ABQ Urban Indigenous Resource Center,"
- The KUNM Community Partnership with the non-profit HopeWorks to provide over 50,000 meals and plant trees in collaboration with a wealth of community partners and neighborhoods
- Hosting the national programs "Native America Calling" and "National Native News,"

- The youth radio engagement program, “Generation Justice.”

2. Project ECHO

<https://iecho.org/echo-institute-programs/>

Project ECHO’s weekly programs include case studies, presentations from partners around New Mexico, the US, and the world, and frequent publications. With 74 programs in New Mexico alone, Project ECHO’s community-engaged scholarship has an intensive outreach and impact on health, education, and civics in New Mexico and around the world. Some of the scholarship from Project ECHO staff at UNM Health Sciences Center in past years includes:

- The 2023 Project ECHO Annual Report https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1001&context=hsc_echo_ar
- Numerous publications on the Project ECHO website
- Peace engineering in practice: A case study at The University of New Mexico (2021)
- Project ECHO Cancer Initiative: a Tool to Improve Care and Increase Capacity Along the Continuum of Cancer Care (2021)
- ECHO Telementoring for Pain, Palliative Care, and Opioid Management: Progress, Challenges, and Future Goals (2020)

3. Maxwell Museum of Anthropology

<https://artsci.unm.edu/college/museums/museum/maxwell-museum-of-anthropology.html>

Between 2019 and 2024, the Maxwell Museum has mounted over 75 exhibitions, all of which were accessible to the public free of charge, attracting approximately 35,000 to 50,000 visitors annually (both pre- and post-pandemic). Some exhibitions have traveled nationally, including one in Alaska and another touring the Navajo Nation.

The museum also hosts around 3,000 Albuquerque Public Schools K-12 students each year, with more than half supported by the “Adopt A Bus” program. Additionally, the museum’s educational outreach extends through traveling trunks and education kits to schools, and participation in programs at sites like ABQ Open Space, Petroglyph National Monument, Explora in Albuquerque, and locations in Santa Fe.

The museum also organizes a wide range of public events, including scholarly lectures (both live and on Zoom), family days, concerts, hands-on workshops, receptions, and an annual Navajo Rug Auction. The Office of Contract Archaeology conducts contract-funded fieldwork across the state on federal, state, city, tribal, and private land, and the museum responds to hundreds of public queries annually. 60% of the staff’s time is dedicated to community and civic engagement activities.

UNM Continuing Education

<https://ce.unm.edu/>

UNM Continuing Education offers a wealth of programs and skills directed by community outreach and needs for enrichment, fostering community programs, professional development, and job skills. Programs include computer coding, skills in Excel and other common programs, writing, resume and job-search preparation, and other specific courses to prepare UNM’s community to thrive.

In particular, UNM’s community education portfolio in the past two years has included professional development presentations in the community and at local businesses including understanding diversity, retaining talent, cross-training for technology and efficient work processes,

and overcoming workplace challenges.

African American Student Services

<https://afro.unm.edu/>

AASS hosts a yearly conference, the Black Cultural Conference, to support student development through conference exposure, leadership development, and community engagement, bringing in roughly 100 students every year. This conference had been postponed from 2020 to 2023 due to pandemic complications and returned in February 2024 with Conscious Lee as the headlining keynote. Working alongside the New Mexico Office of African American Affairs, the New Mexico Public Education Department Black Education Act, the Albuquerque Chapter of the NAACP, the New Mexico Black Leadership Council, and New Mexico State University, the conference included a fashion show, roundtables, presentations from students, faculty, and staff, and roundtable discussions.

The Center for Native Environmental Health Equity Research

<https://hsc.unm.edu/pharmacy/research/areas/native-eh-equity/>

The Center for Native Environmental Health Equity Research is committed to community engagement in environmental health research and has specifically partnered with three Indigenous communities: Navajo Tachee/Blue Gap community, Cheyenne River Sioux Tribe, and Apsáalooke's Crow Environmental Health Steering Committee. Their three ongoing research projects include:

- Role of open dumping and open burning of solid waste in the generation of microplastics and products of incomplete combustion on tribal lands;

- Evaluating environmental exposure to metals and non-metals in community-level health using geospatial modeling and personal exposure assessments; and
- Hierarchical statistical modeling and causal inference approaches to elucidate exposure pathways underlying health disparities
- 2023 publications have included "Preterm Birth and Metal Mixture Exposure among Pregnant Women from the Navajo Birth Cohort Study," "Comparison of circulating and excreted metals and of autoimmunity between two Great Plains Tribal communities," "Industrial air pollution and low birth weight in New Mexico, USA," "Meteorological data source comparison-a case study in geospatial modeling of potential environmental exposure to abandoned uranium mine sites in the Navajo Nation," and many others, all available at <https://hsc.unm.edu/pharmacy/research/areas/native-eh-equity/publications.html>. These publications all involve a variety of pharmaceutical school staff, program directors, and associate professors.

5. Provide five to 10 examples of faculty scholarship from as many different disciplines as possible that have taken place since your last classification. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement.

1. Jay Parkes, College of Education and Health Sciences, Department

Yazzie-Martinez legal case response video, <https://vimeo.com/1015891894/cfcb592c7f>, "Sacred Children, Sacred Work: How UNM's COEHS Is Responding to the Yazzie-Martinez Decision"

The Yazzie-Martinez decision was a

historic ruling in New Mexico requiring the public education system to provide better and more equal services. The video highlights the work and scholarship of the American Indian Language Policy Research and Teacher Training Center, the Institute for American Indian Education, and the Promoting our Leadership, Learning and Empowering our Nations (POLLEN) program for Indigenous-based leadership.

Here is additional information on the video's transcript and structure, <https://coehs.unm.edu/news/2024/11/sacred-children-sacred-work.html>.

2. Kimberly Gauderman, Associate Professor, Latin American History

<https://www.ucpress.edu/books/practicing-asylum/paper>

Kimberly Gauderman, the 2024 recipient of the Community Engaged Research Lecture award, has served as an expert witness in more than 300 Latin American asylum cases, focusing on gender-, sexuality-, and racial-based violence in Ecuador and Peru. Her book, *Practicing Asylum*, published in June 2023, “provides a historical framework, conceptual tools, and templates adaptable to the ever-changing context of U.S. immigration law and policy to encourage and guide other academics to engage in expert witnessing, including how to recognize the secondary trauma that this work may provoke and to care for themselves in this grueling service,” says Gauderman.

3. John Quale, Professor of Architecture, School of Architecture and Planning, Director, ecoMOD

<https://sust.unm.edu/about/people/john-quale.html>

An interdisciplinary team of faculty supporting ecoMOD are leading a team of students through assessing sustainable design, community engagement, and efficient technologies. Students enrolled

come from architecture, landscape architecture, planning, engineering, construction management, business, and other programs at UNM. In the years for this Carnegie Application, two ecoMOD homes have been completed, and one is under construction for Habitat for Humanity Santa Fe.

4. Claudia Isaac, Professor, Community & Regional Planning, School of Architecture & Planning

In 2022, Dr. Claudia Isaac published an article in *Planning Theory and Practice*, “Neighborhood Repair and Resilience in the Face of an Economic Shock.” In this article, Dr. Isaac discusses a community engagement initiative in Albuquerque, New Mexico, related to the redevelopment of the Albuquerque Railyards. The initiative aimed to ensure that the redevelopment of the Railyards would be equitable and beneficial to the adjacent neighborhoods of Barela’s and South Broadway.

5. Carlos López-Leiva, Department of Language, Literacy, and Sociocultural Studies Program, College of Education and Human Sciences

Dr. López-Leiva, in partnership with other colleagues from the College of Education and Human Sciences and the School of Engineering, presented on “Cofacilitators’ experiences with teaching and learning in the Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) project” at the College of Education’s Center for Collaborative Research and Community Engagement (CCRCE) Research Showcase in 2019. The work is focused on inter-departmental collaboration to promote community-engaged learning, where the AOLME program was held at two New Mexico middle schools.

Members of the team went on to publish this research in 2022 in

Teachers College Record, <https://doi.org/10.1177/01614681221104104>.

6. Lorenda Belone, Department of Health, Exercise, and Sports Sciences, College of Education and Human Sciences

<https://hsc.unm.edu/directory/belone-lorenda.html>

Dr. Belone received funding from the National Institute on Minority Health and Health Disparities (R01, 2020-2025) and is the PI of a dissemination and implementation study to examine the implementation of an Indigenous family prevention program with six Tribal communities. Dr. Belone is also the Director of the Community Engagement and Dissemination Core of a Center funded by the National Institute of Minority Health and Health Disparities (U54, 2017-2022), and has established seven Communities of Practice across the state with multiple communities of color.

7. Leah Buechley, Associate Professor, Department of Computer Science, School of Engineering

The Computer Science Department community collaborators include the Santa Fe Institute, Los Alamos and Sandia National Laboratories, and many companies. The department interacts regularly with the Albuquerque Public Schools as well as with the community and four-year colleges of New Mexico. One of these includes the “Hand and Machine” project, found at <https://handandmachine.org/>, and the 2024 publication, “Ode to Barelás: Supporting Youth Agency Cultural Expression, and Community Engagement Through an Interactive Mural.”

A local muralist, Nanibah Chacon, worked with two UNM design researchers and UNM students to create a traditional mural with embedded electronics.

8. Tameka Gillum, Associate Professor,

Community Health in the College of Population Health

Professor Gillum’s Asha Project works on solutions and strategies concerning intimate partner violence and gun violence. In 2024, Dr. Gillum had two presentations at the 2024 Society for Advancement of Violence and Injury Research annual conference focusing on her work and prior publications in developing a community-based initiative to address intimate partner violence in Kenya, and using community socio-ecological models to identify the impact of gun violence on the African American community.

9. Marisol Encinias, Assistant Professor, Department of Theatre and Dance, College of Fine Arts

Professor Encinias has partnered with the National Institute of Flamenco to act as Assistant Director of Festival Flamenco Albuquerque, and been featured in the internationally renowned Festival Flamenco Internacional for many years. Because of this work, she was named the 2024 National Association of Latino Arts and Cultures (NALAC) Advocacy Leadership Fellow, where she will work in New Mexico and nationally to continue fostering the role of the arts and dance for youth.

10. Kamilla Venner, Associate Professor, Department of Psychology, College of Arts & Sciences

Associate Professor Kamilla Venner uses community engaged approaches to bridge Western science and Indigenous healing to improve Indigenous substance-related health inequities. Her work includes acting as a co-lead for a National Institute on Drug Abuse Clinical Trials Network grant to culturally center medication treatment for opioid use disorder. She is also a MPI for an R61 to geocode New Mexico

State data and integrate it with Indian Health Service for correct identification of American Indian/Alaska Natives to ascertain the prevalence of opioid overdose.

6. Provide five to 10 examples of student scholarship from as many different disciplines as possible.

1. School of Architecture and Planning

The UNM American Institute of Architecture Students (AIAS) Chapter has been involved in Freedom by Design, a national AIAS effort to design and build small projects focused on addressing accessibility, especially in underserved communities. Example from UNM students in 2021 to 2023 include a stair step installation intended to help train service dogs for a service dog organization and an interior renovation for an organization serving unhoused people that will allow different activities (food service, health care, and storage) to co-exist within a large open space, and maintain privacy. Local licensed architects supervise these projects.

2. Department of Biochemistry

In a student presentation in 2022 titled, "What wants to live forever?" undergraduate students including Ryla J. Cantergiani, Christine E. Robbins, Blaise L. Mariner, Olivia C. Heath, Daniel P. Felker, and Mark A. McCormick presented on their research involving the biochemistry of aging at the Undergraduate Research Opportunity Conference, receiving the "Best Talk" award.

3. Department of History

Ph.D. candidate Guy McClellan worked with Angélica Sánchez-Clark, a New Mexico historian with the National Trails Intermountain Region, to develop digitization projects for nine national historical trails and Route 66 to enhance community engagement and to continue

the protection, development, and promotion of the historical trails.

4. Chicano and Chicana Studies

Chicano and Chicana Studies (CCS) students have established their own academic journal, with the first volume published in November 2024. *Regeneración: A Xicanacimient* Studies Journal is a peer-reviewed journal committed to depicting the intellectual, cultural, and historic experiences pertinent to Chicanas, Chicanos, and Chicanxs and the field of Chicana/o/x Studies. Among the co-editors are two graduate students in the Ph.D. program. The journal promotes the work done by students, educators, academics, community members, activists, poets, and creative culture producers. In this way, *Regeneración: A Xicanacimient* Studies Journal will center diverse perspectives on knowledge creation and experiences grounded in the ancestral and communal knowledge systems of the Americas.

5. Chicana and Chicano Studies

CCS faculty and students are also involved in the yearly publication of *Chamisa: A Journal of Literary, Performance, and Visual Arts of the Greater Southwest*. Published annually by the Southwest Hispanic Research Institute, *Chamisa* is an online, peer-reviewed, open access journal that highlights cultural production in the greater Southwest. The journal highlights creative community partnerships that produce arts to promote a greater awareness of the cultural and intellectual richness that characterizes life in the Southwestern states.

Chamisa provides a space where academics, creatives, community members, and others with ties to this region of the country can display their ideas, originality, and artistry. CCS graduate students have published essays,

interviews, and poetry in Chamisa. A CCS graduate student has designed the covers of the first two issues.

6. Religious Studies

In 2021, a Ph.D. student from the American Studies Department participated in research funded by the “Desolate Country” grant which investigates and pursues inquiry about Catholic priests accused of sexual abuse across the western United States. One result of the “Desolate Country” project, helmed by Dr. Kathleen Holscher, is an interactive digital map visualizes the historical locations and movements of 112 Catholic priests accused of sexual abuse, available at www.desolatecountry.com.

7. Community Engagement Center

From 2019 to 2024, the Community Engagement Center (CEC) has worked with 12 students every summer at the Antiracist Youth Leadership Institute (AYLI), which is focused on relationship-building between students and student groups, and ten community-based organizations including NM Dream Team, Together for Brothers, NM Asian Family Center, NM Learning Alliance, Simply Salud, La Plazita Institute, Partnership for Community Action, Santa Fe Dreamers Project, The Masters Project, and Global Ties. Of many projects fostered at AYLI, one of the most prominent is where students have helped develop ongoing curriculum and programming for anti-racist after school programs at Albuquerque Public Schools.

8. Center for Participatory Research, College of Public Health

Filed under UNM Health Science Center’s “Community Engaged Research Projects,” the School Nurse Academic Partnership (SNAP) Project is a collaborative effort between academic institutions training nursing students, and public school health systems. This initiative typically aims to

enhance school health services, support nurse training and development, and improve student health outcomes by integrating evidence-based practices into school nursing. Through SNAP, school nurses receive support to address complex health issues, promote public health education, and foster a more robust connection between academic knowledge and real-world school health needs. Nursing students receive opportunities to present at roundtable groups, and to demonstrate example care and knowledge in the school-based health care setting.

7. Describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. How is data used to improve programs and outcomes? How have the results changed since your last classification? Provide relevant links.

Since the last classification, UNM has made significant strides in measuring and assessing faculty community engagement, particularly in relation to teaching, research/creative activity, and service. The institution is increasingly focused on integrating community engagement as a core component of faculty performance evaluations, ensuring that it is systematically reviewed across departments and units.

Bolstering Systems to Gather Data with the Office of Community Engagement

At an institution-wide level, the Office of Community Engagement has played a pivotal role in organizing data and creating an institutionalized framework for assessing faculty contributions to community engagement. As part of this effort, UNM continues to strive to incorporate community engagement

into its department-level critique and performance reviews. This shift represents a broad institutional commitment to valuing faculty work that extends beyond the classroom and laboratory to address community needs and social challenges.

A significant advancement since the last classification is the integration of public-engaged scholarship criteria into the Annual Performance Review (APR) process. The APR Office at UNM now oversees and monitors all components of the APR process, which has recently been updated to include specific criteria related to public engaged scholarship. This includes evaluating faculty members' contributions to community-based research, service-learning initiatives, and public outreach efforts, with the intention of measuring the impact of their work on both academic and community outcomes. By aligning faculty performance reviews with these criteria, UNM will establish an institutional framework that ensures community engagement is valued in promotion, tenure, and reappointment decisions, alongside traditional scholarly activities.

To assess outputs and outcomes, faculty members will be required to document and reflect on their community engagement activities in their annual performance reviews. These activities are evaluated based on their impact on the community, their alignment with teaching and research objectives, and their contributions to institutional goals. For example, faculty engaged in service-learning projects must provide evidence of how these experiences enrich student learning while also benefiting the community. Research that involves partnerships with community organizations is assessed for its societal impact, including how it addresses real-world challenges and contributes to positive change in local or global contexts.

The data collected from these reviews is used to inform and improve programs and

outcomes related to faculty community engagement. For instance, the Office of Community Engagement analyzes patterns in faculty engagement and identifies areas where additional support or resources are needed. This data also helps the institution tailor its professional development programs to enhance community engagement, providing faculty with training and support to strengthen their collaborations with external partners.

Additionally, the APR process helps identify successful models of community engagement, which can be shared across departments. Since the last classification, the results have shown a marked increase in faculty participation in community engagement activities, as well as greater alignment between community engagement and academic goals.

8. Indicate the campus approach to faculty tenure and/or promotion: (Check all that apply)

- My campus has a contract or tenure track structure rather than a tenure and promotions structure.
- My campus has a tenure and promotion structure defined at the department level
- My campus has a tenure and promotion structure defined at the school level.
- My campus has a tenure and promotion structure defined at the institutional level.

9. Describe policies and practices that support faculty community engagement for faculty at your institution such as search and recruitment, annual review, reappointment, promotion, bonuses, and/or merit pay. Do NOT include promotion and/or tenure policies in this response. Specify if these policies are different for faculty of different employment statuses (tenured/tenure track, adjunct/clinical/full time non-tenure track, and part/full time.

At UNM, faculty community engagement is widely supported through various policies and practices across different departments and colleges, specific details about merit pay, bonuses, or search and recruitment policies vary by department and evaluated and supported by the Office of Academic Affairs. The emphasis on community engagement is evident in numerous departments and institutional practices across the campus.

For the Health Sciences Center, the College of Education and Human Sciences, the College of Arts and Sciences, and the Department of Computer Science in the School of Engineering, community engagement is considered a vital part of faculty scholarship, teaching, and professional development. This institutional commitment is reflected in department-level criteria, as community engagement is not only encouraged but required as a standard for graduate success, faculty professional development, and faculty performance reviews.

The School of Architecture and Planning, the Community and Regional Planning Program (CRP) is another example where faculty community engagement is a critical component. The CRP program has earned national recognition for its focus on social justice, indigenous planning, and applied research in the region. The Planning Accreditation Board (PAB) directly assesses the program's community engagement efforts, commending the program for its strong pedagogical approach and commitment to social equity in planning education.

These efforts highlight how community engagement is embedded into both teaching and applied research, enriching the learning experience while making a significant impact on local and national communities.

These practices are in place for all faculty members, regardless of their employment status, and ensure that faculty contributions to community engagement are recognized and rewarded in departmental reviews. While specifics regarding compensation, merit pay, or bonuses related to community engagement are not available, the importance of community involvement is clear in department-level performance reviews and in fostering meaningful relationships with external stakeholders.

The Office of Community Engagement continues to work with the Office of Academic Affairs and with departments to help institutionalize community engagement practices across campus, ensuring that faculty members, whether tenured, tenure-track, or non-tenure track, are supported in their community engagement efforts. This broad institutional support for faculty involvement in community engagement directly strengthens the university's relationships with its surrounding communities and enhances its overall mission to serve the public good.

10. Describe the policies for faculty promotion (at tenure-granting campuses) from all levels of the institution (campus, college or school, department) that specifically reward faculty community-engaged scholarship.

If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well. Describe the pervasiveness of the policies outlined in question. For example, are they practiced across the institution? By most departments? By a few?

Institutional-Level Policies

At the institutional level, community-engaged scholarship is recognized as an

important component of faculty excellence in teaching, research, and service. As described in question 12 below, and in Section 10, the Office of Community Engagement is developing new criteria in collaboration with the Office of Academic Affairs and other academic units to ensure that faculty contributions to public scholarship are considered as part of the overall promotion and tenure review.

College/School-Level Policies

Many colleges and schools within UNM have specific policies and guidelines that reward community-engaged scholarship. For instance, in the College of Education and Human Sciences, faculty members are encouraged to integrate community engagement into their teaching and research, and community engagement is considered alongside traditional metrics such as research publications. Faculty are encouraged to develop partnerships with local communities and organizations. In the School of Architecture and Planning, particularly within the Community and Regional Planning Program (CRP), faculty are assessed based on their ability to engage with communities on issues such as social justice, urban planning, and environmental sustainability. CRP faculty often collaborate with local communities, municipalities, and Indigenous groups, and these contributions to community engagement are highlighted in the promotion and tenure review process.

The College of Arts and Sciences emphasizes the importance of community engagement, particularly in departments such as Native American Studies, the Department of Sociology and Criminology, and the Department of Anthropology, where faculty research often intersects with public policy, community well-being, and social justice. Faculty members in these disciplines are encouraged to engage with community organizations and governmental bodies, and these efforts are rewarded

during the promotion and tenure process.

Department-Level Policies

At UNM, faculty promotion policies increasingly recognize community-engaged scholarship, with criteria incorporated at the department levels. Departments such as Chicana & Chicano Studies, Community and Regional Planning, and Geography and Environmental Studies specifically reward faculty for community-based teaching, research, and service.

Policies for Different Faculty Types

For tenure-track and tenured faculty, community-engaged scholarship is an important criterion for promotion, though its weight varies by department. In departments prioritizing community engagement, faculty are expected to produce research that not only advances their academic discipline but also has practical applications for the community. Faculty involvement in community-driven projects, outreach initiatives, and collaborative research addressing societal needs is assessed.

For non-tenure-track faculty, community engagement is encouraged but evaluated through different criteria. These faculty members are often rewarded for their community involvement through teaching, outreach, and clinical service rather than traditional research outputs. These criteria and expectations are less standardized compared to tenure-track faculty.

Part-time faculty, while not required to contribute to community-engaged scholarship to the same extent as full-time faculty, still have their contributions in community engagement valued and recognized when applicable.

Pervasiveness of Community-Engaged Scholarship Policies

While community engagement is highly emphasized in colleges such as Arts and Sciences; Education and Human Sciences; Architecture, and Health Sciences; other colleges may still be in the process of fully incorporating these practices into their evaluation criteria.

11. In the period since your last classification, if you made revisions to faculty community engagement reward policies to promotion and tenure (at tenure granting campuses), please address the following where applicable.

a. Describe how community engagement is rewarded to faculty for community engaged teaching and learning, research, creative activity, and service. Provide examples of policy descriptions that support community engagement in each of the faculty roles below:

i. Community engaged teaching and learning ii. Community engaged research and creative activity iii. Community engagement as a form of service.

i. Community engaged teaching and learning (Maximum word count 500.):

ii. Community engaged research and creative activity (Maximum word count 500.):

iii. Community engagement as a form of service.

[Skipped]

b. Cite three examples of college/school and/or department-level policies with text taken directly from policy documents that specifically reward faculty for community engagement across teaching, research, creative activity, and service. Describe the pervasiveness of policies outlined.

[Skipped]

C. If your campus has revised its policies specifically to incorporate community engagement, describe when the revisions occurred and the process that resulted in the revisions. (If policies have not been revised, skip to “d”).

[Skipped]

D. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, human resources, community engagement center director, or other key leaders.

[Skipped]

E. Describe any products resulting from the revision process (i.e., internal papers, public documents, reports, policy recommendations, etc.) (Maximum word count of 500 words)

[Skipped]

12. If revisions have not taken place but there is work in progress to revise promotion and tenure guidelines (at tenure granting institutions) to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved.

Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved.

Also describe any products resulting from the process (i.e., internal papers, public documents, reports, policy recommendations, etc.). Specify if

these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).

The University of New Mexico is actively working to revise tenure promotion and tenure guidelines to recognize and reward faculty scholarly work that uses community-engaged approaches.

Although these revisions are still in progress, significant efforts have been made through collaborations involving key institutional leaders and stakeholders.

Process and Leadership Involvement

The Community Engagement (CE) Advisory Committee, in collaboration with the provost's Tenure and Promotion Advisory Committee (PARC), is leading the revision efforts.

The director of the Office of Community Engagement (OCE) and the senior vice provost co-chair a sub-committee tasked with analyzing existing evaluation criteria and developing a rubric to assess community-engaged scholarship systematically. This ensures alignment with UNM's institutional mission and academic goals.

UNM leadership, including the provost, senior vice provost, and deans, are actively engaged in discussions to institutionalize community engagement as a core value.

The office of Academic Affairs has integrated the director of OCE into the academic affairs team, enhancing communication and collaboration with Deans across disciplines.

Faculty leaders, department chairs, are also contributing insights to ensure diverse perspectives are represented.

Products and Outcomes

1. Recommendations for Tenure and Promotion (Forthcoming 2025):

A comprehensive report will provide clear guidelines for evaluating community-engaged teaching, research, creative activity, and service, establishing a standardized framework across departments.

2. Workshops and Training:

Faculty workshops and symposia on community-engaged scholarship offer mentorship and resources to faculty.

3. Proposals and Strategic Objectives:

A Community Engagement Advisory Board proposal outlines key objectives, including:

- Institutionalizing community engagement as a core value.
- Developing new mechanisms to support community-engaged scholarship and teaching.
- Aligning engagement efforts with institutional goals and funding opportunities.
- Provide mentorship and resources to faculty engaged in community-focused initiatives.

Policy Considerations

The revisions aim to equitably apply across faculty statuses, including adjunct, full-time, tenure-track, and tenured faculty, ensuring inclusivity in recognizing community engagement.

SECTION SIX



Curricular Engagement

1. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification.

In your narrative, address the trajectory of curricular engagement on your campus. Where have you been? Where are you now? Where are you strategically planning on going? Web links can be provided as part of the description.

Since the 2020 Carnegie Community Engagement Elective classification, The University of New Mexico experienced transformative growth and evolution in curricular engagement, integrating community-based learning and engagement into its academic fabric.

These changes reflect UNM's dedication to fostering authentic connections between academic learning and community needs.

Where We Have Been

Historically, UNM's curricular engagement has been decentralized, with individual departments and faculty members taking the lead on integrating community engagement into their courses. While there were pockets of strong engagement, such as service-learning courses and community-based participatory research, these efforts lacked a unified structure.

Many faculty members championed community-engaged scholarship, and curricular engagement was characterized by grassroots efforts that highlighted the value of community-based learning but struggled with consistency in data collection, assessment, and support. Faculty interested in integrating community engagement into their curricula often

faced challenges in terms of resources, recognition, and professional development opportunities.

Where We Are Now

The establishment of the Office of Community Engagement (OCE) has initiated steps to provide a centralized hub for fostering, supporting, and tracking community-based academic initiatives. Key developments include:

1. Data Collection and Reporting: The OCE is working with the Vice Provost for Student Success in developing new systematic data collection processes, tracking the scope and impact of curricular engagement across departments.
2. Faculty Development: Through workshops, symposia, and collaborative initiatives, faculty are now receiving dedicated support to develop community-engaged courses.

Professional development programs will focus on integrating engagement into curricula, aligning with new tenure and promotion guidelines (forthcoming in 2025), and fostering meaningful community partnerships.

3. Strategic Integration: Curricular engagement is increasingly embedded within degree programs, particularly in fields like education, health sciences, public health, and cultural studies, where community impact is a natural extension of academic objectives.

Where We Are Strategically Planning to Go

UNM is actively working toward a future where community engagement is a hallmark of its academic culture. Strategic priorities include:

1. **Expanding Curricular Opportunities:** UNM is committed to expanding the number of courses that incorporate a community engagement component across all disciplines. To support this goal, the university is incentivizing faculty to design and implement service-learning and community-based projects within their curricula. The Office of Community Engagement is also developing a mentorship program to assist faculty in the area of course development.

2. **Strengthening Assessment Practices:** Plans are underway to refine tools and processes for measuring the impact of curricular engagement on students, faculty, and community partners. This includes exploring partnerships with platforms like GivePulse and Collaboratory.

3. **Enhancing Institutional Recognition:** UNM is committed to ensuring that faculty engaged in community-based teaching and research receive appropriate recognition in tenure, promotion, and annual reviews.

4. **Deepening Partnerships:** Building on existing relationships, UNM seeks to create more sustained, reciprocal collaborations with community organizations, ensuring that curricular engagement addresses pressing local and regional challenges.

UNM's trajectory reflects a sustained commitment to curricular engagement, transitioning from decentralized efforts to a strategic, institution-wide approach.

2. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For reclassification, describe the institution-wide definition and standards used for community engaged courses and provide examples of:

a. Institutional, departmental, and/or programmatic definitions, learning

outcomes, standards, and/or required components

b. Processes for ensuring that the standards for community engagement are part of the course design (e.g., course designation, curriculum review)

c. How student learning outcomes are assessed. Explain any changes to coursework that occurred as a result of assessment activities since your last classification

UNM maintains an institution-wide definition of community-engaged courses as those that integrate academic learning with meaningful collaboration with community partners. These courses must meet specific standards, including:

1. **Community Partnership:** Collaboration with community organizations to co-create projects or activities that address local or global challenges.

2. **Integration with Academic Curriculum:** Clear alignment of community engagement activities with the course's academic objectives and learning outcomes.

3. **Reflection and Assessment:** Structured opportunities for students to critically reflect on their experiences and connect them to broader course themes and personal growth.

4. **Mutual Benefit:** Ensuring the work benefits both the community and the students involved, fostering a sense of shared responsibility and purpose.

Institutional, Departmental, and Programmatic Examples

At the institutional level, UNM's standards are reflected in the curriculum approval process overseen by the Office of Academic Affairs. Courses meeting these

criteria are eligible for a “community-engaged” designation, recognized on transcripts and course catalogs.

Of note, this community-engaged designation has not yet pervaded all courses that fully qualify as “community-engaged” under the Office of Community Engagement’s rubric developed for this application, and we are working to create better visibility and processes for these courses.

- Departmental Example: The College of Education and Human Sciences requires its service-learning courses to include collaborative teaching projects with local schools. These courses address educational inequities while fostering students’ understanding of culturally responsive pedagogy.

Programmatic Example:

The Community & Regional Planning Program at UNM incorporates community-based participatory research (CBPR) into its capstone courses. Students collaborate with local organizations and community stakeholders to design planning interventions addressing critical challenges in underserved areas, such as equitable land use, housing accessibility, and sustainable development projects in rural New Mexico. These initiatives emphasize co-creation.

Processes for Course Designation and Curriculum Review

To ensure adherence to these standards, UNM is developing a new structure for course approval processes:

1. Course Proposal Review: Faculty submit proposals for community-engaged courses to their department curriculum committees, which evaluate the alignment of course activities with UNM’s community engagement standards.

2. Designation Process: Approved courses are submitted to the Office of Academic Affairs and Office of Community Engagement for formal designation as community-engaged.

3. Ongoing Support: The Office of Community Engagement is developing workshops and resources to assist faculty in developing and sustaining high-quality community-engaged courses. Assessment of Student Learning Outcomes

Core outcomes include:

- Development of critical thinking and problem-solving skills in real-world contexts.
- Enhanced understanding of social, cultural, and ethical issues related to community challenges.
- Growth in civic responsibility and leadership capabilities.

Faculty collect qualitative and quantitative data from student reflections, surveys, and evaluations of community impact. Based on these assessments, recent curriculum updates include:

- Reflection Enhancements: Adding more structured reflection activities to deepen students’ critical analysis of their experiences.
- Community Feedback Integration: Expanding opportunities for community partners to evaluate student contributions, ensuring mutual benefit.

UNM’s commitment to community-engaged learning is in the process of recalibrating processes since the last classification, with clearer standards, enhanced assessment processes, and a stronger emphasis on mutual benefit.

3. ***Describe how community engagement is integrated into traditional curricular structures. These may include***

core courses, capstone/senior-level projects, first-year course/sequence, general education, majors/departments, minors, and graduate courses or medical education, training, or residencies. Provide at least two but not more than three examples.

Community engagement at UNM provides students with real-world learning while benefiting local communities. Engagement spans general education, capstone projects, and graduate research.

Capstone/Senior-Level Projects

In the College of Arts and Sciences, capstone courses require students to collaborate with organizations on real-world issues, applying academic knowledge to community needs.

Course Structure:

- Capstone Courses: Students partner with local non-profits or government agencies. Sociology students, for example, may assist in social services planning or research.
- Project-Based Work: Students identify community issues, conduct research, and propose solutions.
- Interdisciplinary Collaboration: Students from different disciplines collaborate to address complex challenges.

Example: Public Administration students work with the City of Albuquerque to develop policy proposals, conduct needs assessments, analyze data, and present recommendations to city leaders.

Learning Outcomes:

- Real-world problem-solving experience enhances professional preparedness.
- Civic responsibility and social justice understanding grow.
- Communities gain research-based solutions tailored to local needs.

First-Year Service-Learning Courses

UNM integrates community engagement into first-year courses through service-learning, fostering civic engagement early in students' academic careers.

Course Structure:

- Service-Learning Integration: Courses tie service activities to academic content. English Composition students may write reflective essays on service experiences.
- Community Partnerships: Students volunteer with organizations supporting education, health, or sustainability.
- Structured Reflection: Assignments connect service experiences to course concepts and personal growth.

Example: In English 2310: Introduction to Creative Writing, students support elementary school literacy programs, tutoring children and organizing reading events while reflecting on their experiences.

Learning Outcomes:

- Students develop responsibility and awareness of educational disparities.
- Communication, leadership, and teamwork skills improve.
- Communities benefit from increased literacy support.

Community-Based Participatory Research (CBPR) in Public Health

Graduate programs, particularly in public health, engage students in CBPR, fostering collaboration with stakeholders to address health disparities.

Course Structure:

- CBPR: Master of Public Health (MPH) students conduct research in underserved communities with local health organizations, clinics, or advocacy groups.

- **Research Collaboration:** Students design research addressing public health challenges.
- **Data Collection and Analysis:** Students conduct surveys and interviews, ensuring community voices shape research.
- **Actionable Outcomes:** Findings inform policies and programs to improve community well-being.

Example: MPH students collaborate with the Southwest Native Cultures and Public Health Center to research mental health needs in rural Indigenous communities, gathering data and presenting findings to healthcare providers.

Learning Outcomes:

- Students develop advanced research skills and cultural competency.
- Ethical, community-based research experience is gained.
- Communities receive research-driven insights for effective health strategies.

These examples demonstrate how UNM integrates community engagement, providing students with transformative experiences while fostering reciprocal benefits for local communities.

4. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program.

These may include but are not limited to: Student Research, Student Leadership, Internships, Co-Ops, Career exploration, Study Abroad/Study Away, Alternative Break tied to a course, or a Campus Scholarship Program.

Community engagement is deeply integrated into several academic activities at UNM, ensuring students engage meaningfully with real-world issues while advancing their academic and professional development. Below are two examples that

illustrate this integration:

Example 1: Community-Engaged Student Research through the Health, Equity, and Social Justice Scholars (HESS) Program

The HESS Program provides an exemplary model of integrating community engagement into student research. This initiative connects undergraduate and graduate students with community-based research projects focused on addressing health disparities and social inequities in New Mexico.

Students in the program work directly with faculty mentors and community partners to co-design and implement research projects. These projects often tackle critical local issues such as healthcare access in rural communities, environmental justice, and mental health support systems. For example, students recently collaborated with tribal leaders to investigate the long-term effects of environmental contamination on water quality in Indigenous communities.

This program emphasizes reciprocity and mutual benefit by ensuring that research findings are shared with the communities involved and used to inform actionable solutions. Additionally, students participate in workshops on community-based participatory research (CBPR) methods, equipping them with the skills to conduct ethical, impactful research.

By integrating research, teaching, and service, the HESS Program not only advances academic knowledge but also fosters meaningful collaborations between students, faculty, and community stakeholders, reinforcing UNM's mission as a community-engaged institution.

Example 2: Study Away with the New Mexico Environmental Justice Immersion Program

UNM's Study Away program in Environmental Justice immerses students in rural and underserved communities across New Mexico, offering a unique opportunity to engage directly with environmental challenges through a community-centered lens.

As part of this program, students enroll in an interdisciplinary course on environmental justice, which includes a fieldwork component. Students travel to affected areas, such as those impacted by uranium mining or water contamination, to meet with local residents, activists, and policymakers. They actively participate in ongoing community efforts, such as water quality testing or drafting community-led policy proposals.

For example, in the spring of 2024, students partnered with a rural community in northwestern New Mexico to address the lasting impacts of mining waste on public health. Through this partnership, students conducted environmental assessments, developed educational materials for residents, and facilitated discussions to help amplify community voices in policy discussions.

The program's curriculum is designed to encourage critical reflection, with students producing capstone projects that highlight the intersections of environmental science, policy, and community advocacy. By bridging classroom learning with on-the-ground action, the program helps students understand the complexities of environmental justice while fostering leadership and collaboration skills.

UNM's integration of community engagement into academic activities like student research and study away programs

exemplifies its commitment to preparing students to address pressing societal challenges.

These programs ensure students not only gain academic knowledge but also develop a deeper understanding of their role as active, responsible members of their communities. Through initiatives like these, UNM continues to strengthen its position as a leader in community-engaged education.

5. Describe how your campus tracks and assesses curricular engagement and how students gain access to and participate in courses.

a. How is community engaged course data gathered, by whom, with what frequency, and for what purpose? How is it shared/reported, particularly in student transcripts?

b. Since your last application, describe how your campus has designed new curricular programs and initiatives or re-designed existing ones to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

c. Reflect on how the data indicates the levels of pervasiveness and depth infused in the curriculum and traditional curricular structures.

At the UNM, tracking and assessing curricular engagement is an essential part of understanding how community engagement is integrated across disciplines and how students participate in these courses.

The university utilizes various methods to track and assess these efforts, including

course catalogs, Quali learning management system, and data collected from faculty and departmental reports, as well as annual program reviews.

Faculty members are encouraged to indicate when their courses incorporate community engagement elements such as service-learning or community-based projects, allowing the university to track these courses through a central database. Additionally, UNM and the Office of Community Engagement work to track student participation in community engagement courses via enrollment data and course completion rates, providing insights into student access and engagement in community-based learning opportunities.

UNM utilizes course surveys and feedback from students to assess the effectiveness of community engagement within the curriculum. The Office of Community Engagement works closely with academic departments to collect data on the number of courses with community engagement components, the types of projects

students participate in, and the level of collaboration between students and community partners.

This guides the ongoing integration and expansion of community engagement within UNM's curriculum. We are witnessing growth as more students enroll in these courses each year, and the University continues to broaden its offerings across disciplines. The depth of integration has increased, with community engagement becoming an increasingly essential component of students' academic development and their preparation for careers that require real-world problem-solving skills. Through these tracking and assessment methods, UNM is able to monitor the evolution of community engagement within its academic structures, ensuring it remains a core element of the University's mission.

6. Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic year the data represents:

Number of for-credit community engaged courses UG/G	Change in number of for-credit courses since last Application UG/G	Percentage of total courses UG/G	Percent change in courses since last Application UG/G
212/210	Not recorded in previous application	6.77%/16.24%	Not recorded in previous application

Number of departments represented by community engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
39	+19	37.50%	+95

Number of faculty who taught for-credit community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
268	+143	18.21%	+114.4

Number of tenured and tenure-track faculty who taught for-credit community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
140	Not recorded in previous application	9.51%	Not recorded in previous application

Number of part-time faculty who taught for-credit community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
75	Not recorded in previous application	5.09%	Not recorded in previous application

Number of students participating in for-credit community engaged courses UG/G	Change in number of students since last application UG/G	Percentage of total Students UG/G	Percent change since last application UG/G
3508/1502	Not recorded in previous application	20.55%/28.25%	Not recorded in previous application

SECTION SEVEN



Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories. For each example, describe what has changed since the last classification. (Maximum word count of 1,000 words)

- **Social innovation/entrepreneurship**
- **Civic engagement/ electoral engagement**
- **Dialogues**
- **Community service projects - outside of the campus**
- **Community service projects - within the campus**
- **Alternative break - domestic**
- **Alternative break - international**
- **Study abroad/away**
- **Student leadership**
- **Student internships/co-ops/career exploration**
- **Student research**
- **Work-study placements**
- **Opportunities to meet with employers who demonstrate Corporate Social Responsibility**
- **Living-learning communities/residence hall/floor**
- **Student teaching assistants (provided the TAs are not receiving credit) Campus scholarship program**
- **Athletics**
- **Greek life**
- **Other: (please describe)**

In our commitment to holistic student development and meaningful community collaboration, UNM integrates community engagement into co-curricular practices through diverse initiatives and programs.

Below are representative examples illustrating this integration and highlighting

changes since the last Carnegie Community Engagement classification.

Example 1: The Biology Education and Monitoring Program

The Biology Education and Monitoring Program (BEMP) exemplifies innovative co-curricular community engagement by integrating students directly into ecosystem research and K-12 education. Students learn research protocols, work with local schools, and help collect local environmental data. This approach evolves from traditional research methods to a comprehensive, multi-generational learning ecosystem.

Since last classification, BEMP has:

- Developed online resources during the pandemic, reaching over 100,000 contacts in 2021
- Created inclusive lesson plans in English and Spanish
- Established a track record of inspiring students to become educators, with several participants returning to teach in their original districts
- Allowed students from eight different counties to participate in data collection, hands-on lab work, and critical thinking exercises from remote locations like Gallup, BEMP breaking down geographical barriers to scientific engagement.
- Pioneered knowledge transfer through science bootcamps and workshops designed for NM's workforce.

These initiatives extend beyond traditional academic boundaries and innovative aspects:

- Developing hybrid online/in-person workshops
- Making research data publicly accessible through the Environmental

Data Initiative

- Creating flexible learning opportunities for state workforce participants
- Adapting to current restrictions and technological constraints
- Telling stories of community collaborators
- Creating meaningful partnerships with local organizations to support at-risk students

These examples demonstrate a comprehensive, evolving approach to community engagement that goes beyond traditional academic models breaking down barriers between academic research and community needs, creating a more integrated and responsive educational ecosystem.

The approach reflects a broader institutional strategy of becoming more outward-facing, responsive to community needs, and committed to collaborative knowledge production.

By integrating students, faculty, and community partners, the university is reimagining the role of higher education in local and regional development.

Example 2: The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) exemplifies learning that extends beyond the formal curriculum (1). CTL supports undergraduate and graduate students through initiatives such as drop-in tutoring, writing coaching, and online learning labs. Language learners benefit from conversational groups, supplemental instruction materials, small-group sessions on learning strategies, and graduate school preparation. Graduate students receive support through professionalization workshops, research training, and job market preparation.

Since the last CE classification, the CTL has undergone significant transformations, including the consolidation of the Center for Academic Program Support and the Graduate Resource Center.

This merger aimed to serving the student population holistically while broadening the spectrum of co-curricular experiences for undergraduates and graduates alike. CTL also houses teams focused on Digital Learning and Teaching Support, which provide faculty and graduate instructors with resources such as tools for class design, pedagogical training, and professional development.

One addition since the previous CE classification is the organization of the first Community Engagement Week in April 2024, a collaborative effort led by the Office of Community Engagement, CTL, and the Community Engagement Center.

CTL also honors excellence in teaching through the Teaching Excellence Awards, which recognize faculty and students who demonstrate exceptional dedication to pedagogy. Awardees meet rigorous standards such as the Quality Matters rubric or UNM's Golden Paw Certification. CTL provides Teaching Allocation Grants to instructors seeking to redesign courses, supporting them throughout the process.

Example 3: Global Education Office

The Global Education Office (GEO) at UNM enriches the campus and Albuquerque community by connecting international students and scholars through diverse programs and initiatives (2).

GEO emphasizes cultural exchange, volunteerism, and community integration promoting global perspectives and foster meaningful relationships.

Some of the key programs of GEO are:

International Student Involvement (ISI) Program:

This initiative enables international students to volunteer with local organizations like food pantries, disability support centers, and community gardens, and provides a platform for students to contribute to the Albuquerque community gaining intercultural experiences.

International Service Corps (ISC):

ISC creates opportunities for international students to engage in community service projects such as cultural presentations, preparing meals for the homeless, and translating for refugee organizations. Students completing 10 hours of service per semester are awarded certificates in ceremonies held twice a year. Partners include the City of Albuquerque and Lutheran Family Services.

Lobo Friends Mentoring Program:

This program pairs new international students with experienced peers to help them integrate into the campus and Albuquerque communities.

Cultural Celebrations and Collaborations:

GEO hosts events like Bollywood Night and African Night, which showcase global diversity and invite participation from the broader community. The office also collaborates with organizations like the Institute for Community and Identity Leadership to expand its community engagement reach.

Center for English Language and American Culture Partnership:

GEO integrates the Center for English Language and American Culture (CELAC) into its initiatives, providing English

language and cultural programming. Collaborative events, such as the Balloon Fiesta trip, engage both CELAC and degree-seeking students.

Example 4: Lobo Gardens

Lobo Gardens, established in 2010, serves as an outdoor learning laboratory for UNM students, faculty, and staff, providing hands-on opportunities to learn about sustainable food practices and their health benefits (3).

A central feature of Lobo Gardens is its role in supporting the Lobo Food Pantry. Fresh produce grown in the gardens is supplied to the pantry, offering UNM students access to healthy food options while promoting food security on campus. These efforts are free to all enrolled students and aim to address immediate food needs while fostering a sense of community.

The gardens also serve as a venue for graduate and undergraduate research projects that explore topics such as urban agriculture, environmental justice, and sustainable practices. The addition of the Hokona Hall garden, a satellite location in Hokona's western courtyard, exemplifies creative reuse by transforming a former fountain into a culinary, medicinal, and tea garden. Lobo Gardens collaborates with community partners and sponsors, including the Dean of Students Office, the Office of Student Affairs, and the Roadrunner Food Bank of New Mexico.

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.

UNM, is actively developing and refining mechanisms to systematically track and document co-curricular engagement, including community-based experiences,

to provide students with a comprehensive record of their involvement. While UNM does not yet have a fully institutionalized co-curricular transcript system, we currently utilize personalized tracking systems managed by specific programs, offices, and initiatives.

For example, the Global Education Office and the Community Engagement Center (CEC) use internal tracking tools to document student participation in community engagement programs such as the International Service Corps, Lobo Friends Mentoring Program, and CCE-supported service-learning opportunities. These systems allow program coordinators to log activities, record hours, and highlight achievements. Students who complete certain milestones, such as a specified number of community service hours, receive formal recognition through certificates or awards.

Additionally, the UNM Center for Teaching and Learning supports faculty in integrating co-curricular community engagement into coursework, with tracking mechanisms tied to course outcomes and projects. Faculty-led initiatives and student organizations often maintain records of community engagement experiences, ensuring that these contributions are documented for internal reports and, in some cases, student portfolios.

Looking ahead, UNM is exploring centralized platforms, such as software solutions for experiential learning and engagement tracking. These tools would enable us to streamline data collection and generate formal co-curricular transcripts. Our goal is to adopt a unified system that reflects the breadth of student participation in co-curricular engagement, providing a comprehensive record that students can use for academic and professional purposes.

Assessing Community Engagement Learning Outcomes

UNM is also working to develop systematic, campus-wide mechanisms for assessing student achievement of community engagement learning outcomes in co-curricular experiences.

Currently, the assessment of these outcomes is conducted through program-specific evaluations and qualitative feedback mechanisms, which vary by initiative but collectively inform our understanding of student learning and growth.

For instance, the CCE collects data from student reflections, partner feedback forms, and project evaluations to assess the impact of community-based experiences on student learning. Key areas of assessment include students' ability to:

- Demonstrate cultural humility and sensitivity in diverse community settings.
- Collaborate effectively with community partners to address real-world challenges.
- Reflect on the reciprocal benefits of their engagement for both themselves and the community.

One key finding from recent evaluations is that students participating in structured reflection activities reported a deeper understanding of the social issues affecting local communities and a greater sense of responsibility as active citizens. This feedback has informed efforts to expand reflection opportunities across more programs.

3. Provide an example of a systematic, campus-wide mechanism for assessing student achievement of community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged and describe one key finding. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Describe how the institution uses and disseminates data from the mechanisms described. Web links can be provided as part of the description.

Since our last classification, the primary change has been a growing emphasis on standardizing assessment tools to enable broader comparisons across programs. This includes piloting campus-wide rubrics for evaluating community engagement learning outcomes, and standardizing our criteria for community-engaged courses. By sharing findings, data gathering processes, and opportunities for input with campus stakeholders, UNM ensures continuous improvement in co-curricular community engagement initiatives and better alignment with institutional goals for student learning and community impact.

The data gathered is disseminated through annual reports, academic program reviews, presentations at faculty and staff workshops, program websites and reports, published research, active communication with faculty and staff, and data gathered by other campus groups.

For the 2026 reclassification effort, we included five criteria based on conversations with campus partners, community partners, and leadership. While these criteria may evolve, they helped us align our data on community-engaged courses with standardized feedback. Importantly, this criteria helps the Office of Community Engagement, and UNM's many partners, include the full spectrum of community engagement within their

own evaluations of community-engaged activities and curriculum. It also establishes a precedent for welcoming more voices into the community engagement conversation, and for ensuring a level of transparency that can further efforts to provide education on community-engaged practices to faculty, students, and staff. The rubric included:

- **Criteria 1:** Demonstrates direct work with community partners or leaders; engages students with their community via practicum, internship, resources, or skills built
- **Criteria 2:** Provides clear resources for responsible community collaboration or partnership
- **Criteria 3:** Fosters civic knowledge, skills, and values geared towards a community-engaged setting
- **Criteria 4:** Engaged scholarship (involves direct community priorities or preparation for community-engaged scholarship)
- **Criteria 5:** Includes or studies, to mutual benefit, local communities and groups

The Office of Community Engagement staff developed a database of the entire 2023-2024 academic course catalog, evaluated by these criteria, and had our database and findings reviewed by leadership, UNM's internal data and metrics teams, and several reviewers.

This is a critical step to ensure that in future years, data on community-engaged courses is reliable.

It also ensures that, should the university ever change community-engagement criteria (wishing to add or modify criteria), that the database (and future data-tracking) can calibrate accordingly.

SECTION EIGHT



Civic Learning and Life

1. According to the Carnegie definition of community engagement, one of the purposes of community engagement is to prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Describe at least two examples of practical experiences in the table below, of how your campus prepares students, faculty, staff, and community to understand and engage in ways that address critical community issues and contribute to community/public good by providing practical experience with community.

Campus Questions for each practical experience:

- 1. Civic engagement experience overview and purpose**
- 2. Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)**
- 3. Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience**
- 4. Number of faculty involved**
- 5. Number of staff involved**
- 6. Number of students involved**
- 7. Community partners involved, if relevant**
- 8. Grant funding, if relevant**
- 9. Research projects linked to partnership, if relevant (New)**
- 10. Impact on the campus**
- 11. Impact on the community**

1. Example 1: Land Arts of the American West (LAAW) - Advocacy Animation Videos

1. Civic engagement experience overview and purpose: Land-based learning is prominent throughout departments and programs at UNM, from engineering and architecture, to regional planning and fine

art. Land Arts of the American West, or LAAW, is one such academic program, which achieves land-based civics learning by supporting field-based courses combining art and ecology.

2. Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.): The Land Arts of the American West Program has faculty from the Art Department and Department of Ecology.

3. Examples of campus and community impact, and mutual benefit: LAAW, established in 2000, has run up to eight programs per academic year. While many of these projects fulfill a markedly civic-minded criteria, in particular, we want to highlight the 2019 Greater Chaco Art Video Collaboration. Working with Professor Jeanette Hart-Mann, nine students met with a range of community groups, students worked directly and closely with community members, on site on Bureau of Land Management land, to create community and place-driven videos that show the impact of fracking in New Mexico. Working with communities across the “Four Corners,” community partners included:

- Beata Tsosie-Peña (Member, Tewa Women United)
- Daniel Tso (Greater Chaco Coalition member and Navajo Nation Council Delegate)
- Kendra Pinto (Secretary/Treasurer Diné C.A.R.E.)
- Mario Atencio (Organizer, Greater Chaco Coalition).
- Eileen Shendo (Member, Seeded Sisters, women-run farmer collective in Jemez Pueblo)

The students benefited from an opportunity to see the complex impacts of fracking, as told by community advocates; in turn, the communities and community advocates received materials to support

protections for their land. The resulting animations are available at the project's webpage: <https://newlandarts.unm.edu/wp/?p=3243>

4. Number of faculty involved: 4-6 faculty, depending on current projects
5. Number of staff involved: 2
6. Number of students involved: 9-50 students, depending on current projects
7. Grant funding: With support from the Lannan Foundation, LAAW offers up to \$5,000 in scholarship funding to support undergraduate and graduate indigenous students, students of color and underrepresented minorities participating in LAAW courses.
8. Research projects linked to partnership, if relevant: An index of extensive projects dating back to 2000 are available here: <https://landarts.unm.edu/projects/index.html>.

2. Example 2: Public Allies New Mexico (PANM)

1. Civic engagement experience overview and purpose : Since 2019, UNM has supported an intensive partnership with Public Allies New Mexico. Staff at Public Allies New Mexico have developed relationships with over 15 community-based organizations to create civics-focused and service-based partnerships for 20 students a year (totaling 120 students over 6 cohorts from 2019 to 2025).
2. Campus Partners: PANW works with faculty from UNM's Community Engagement Center and multiple departments across campus.
3. Examples of campus and community impact, and mutual benefit: While the organizations receive enormous benefit from the participating students, the

students also receive chances for leadership, working knowledge of the non-profit and public service sectors, direct mentorship, and a scholarship benefit. Public Allies New Mexico surveys have found that 75% of New Mexico program alumni are employed in the nonprofit or public service sectors.

4. Number of faculty and staff involved: Over 20 faculty and 5 staff (all staff of Public Allies New Mexico are direct UNM employees) are actively involved in these partnerships every year, facilitating learning, curricular connections, and supporting student learning as they learn to address community needs and develop an anti-racist lens in public service and civic partnerships.
5. Number of students involved: 20 a year
6. Community partners involved, if relevant: These partnerships are wide-ranging, with examples including:

- Encuentro New Mexico, a non-profit that works with Latino immigrant families to build skills for economic and social justice;
- La Plazita Institute, a non-profit in the South Valley of Albuquerque focused on supporting vulnerable youth with community learning and social enterprise, racial equity and family wellness, community engagement, and more;
- New Mexico Immigrant Law Center, which provides free legal representation to low-income immigrants alongside policy and advocacy guidance, and mentorship and professional development for immigrants and people of color;
- Centro Savila, a Spanish-language non-profit focused on support for mental health, case management, and recovery.

7. Grant funding, if relevant: Funded by the Corporation for National and Community Service, alongside contributions from community partners, PANM has provided up to \$120,000 in service-based scholarships for students fulfilling their 1,700 hour service commitments with community organizations.

8. Research projects: This link shows some impacts from PANW programs. <https://publicallies.org/newmexico/become-an-ally/>

2. Are civic skills incorporated into curricular and/or co-curricular community-engaged activities? If so, describe how civic skills are integrated and how student learning outcomes are applied and assessed.

Examples of civic skills may include the following but are not limited to:

- **Critical thinking and evidence-based reasoning**
- **Development of digital data and media literacy**
- **Conveys ideas across difference - orally and in writing**
- **Seek out and engage with multiple perspectives**
- **Listen attentively and with patience**
- **Reflexive thinking**
- **Understanding of intersectionality, privilege, and bias**
- **Development of cultural humility, empathy, compassion, and courage to act in service of the greater good**
- **Opportunity to collaborate and participate with multiple forms of culturally based leadership models prevalent in communities of color**

Civic Skills Seen in Community-Engaged Courses

UNM's definitions of community engagement see the formation of a civic

perspective, and an understanding of a student or faculty member as inextricable from their communities. It is also one of our rubric criteria for determining community-engaged courses in a broad range of departments, including (all data from the 2023-2024 academic year):

- **Community and Regional Planning:** Courses included "Social Issues in Urban and Regional Development," "Planning Issues in Chicano Communities," and "Policing the City, From Albuquerque to the Rio;"
- **Chicana and Chicano Studies:** Courses included "Chicano Civil Rights," "Chicanos and Latinos in a Global Society," and "Culture and Communication;"
- **Native American Studies:** Courses included "Education, Power, and Indigenous Communities," "Environmental Ethics and Justice in Native America," and "Native American Policy and Community Building;"
- **Public Administration:** Courses included "Cross-Boundary Leadership and Governance," "Nonprofit Leadership and Practice," and "Public Leadership for Social Change;"
- **Law:** Courses included "Constitutional Rights," "Family Mediation Training," and "Community Lawyering Clinic;"
- **Sociology:** Courses included "Sociology of Police and Social Control," "Intersectionality: Race, Gender, and Class Social Policy," and "Community Organizing and the Struggle for Justice in America."

These courses, among many others, foster civic engagement by encouraging diverse perspectives, strengthening communication skills, deepening understanding of intersectionality in civic discourse and policy, promoting cultural humility, and introducing new approaches to listening and community exchange.

More broadly, UNM's community

engagement initiatives connect students with local and global leaders across fields such as business, land stewardship, ecology, architecture, urban planning, public administration, and grassroots organizing.

As a majority-minority institution situated at the intersection of Pueblo lands, reservations, and colonial structures, UNM fosters collaboration between students, faculty, and community leaders, exposing them to diverse advocacy strategies and civic perspectives.

Civics Emphasis in Academic Program Reviews

Departments across campus directly highlight civics, and civics-related skills, in their curricular objectives. Of many, many examples, two examples (one aligning to institutional guidelines, the other demonstrating deliberate changes in curriculum) include:

- Department of Linguistics: Under “Contributions of Linguistics to UNM General Education Requirements,” the Department of Linguistics includes “For Personal and Social Responsibility Skill: ...Assignments align with Dimension 5, Civic Discourse, Civic Knowledge and Engagement.”
- Department of Economics: In reflecting on curricular changes since their prior APR report, the 2021 APR notes, “Several sections of courses are taught in UNM’s Learning Studio Classrooms, which are technology-enhanced and constructed to encourage collaborative work between classmates. ECON 369 provides students with the opportunity to work in an interdisciplinary and collaborative fashion to analyze real-world problems faced by underserved communities, apply analytical tools to these problems, and identify implementable solutions. The course has also provided

students an opportunity for hands-on community service, research, and policy implementation...”

3. Civic identity involves the formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life. Civic identity is particularly important and a factor in civic engagement and participation

What are the pathways and opportunities available to students at your institution to develop their civic identity? How are community partnerships incorporated into these pathways? What kind of institutional support is in place to encourage civic identity development?

Examples of civic identity formation may include the following but are not limited to:

- ***Understanding the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)***
- ***Coalition building to engage in relationships where trust is formed while recognizing barriers***
- ***Examining one’s positionality in relation to self and society***
- ***Articulating a vision of a just and equitable society***
- ***Leveraging passion for social change into actions that benefit the community***
- ***Understanding the power of voice to make change and what limits voice for many***
- ***Creating a sense of belonging to community and responsibility for the greater good***

Student associations at UNM play a crucial role in fostering civic identity on campus, with strong support from university leadership.

The Associated Students of UNM (ASUNM) and the Graduate and Professional Student Association (GPSA) hold annual elections, maintain office space on campus, and engage in regular meetings with university leadership to advocate for student needs. Information on their initiatives is readily available on their websites.

These associations have had a broad impact, from supporting unionization efforts to addressing campus issues such as parking costs and food availability—critical concerns for a diverse commuter student body.

UNM is home to three unions representing faculty, staff, and students, all working to enhance dialogue, transparency, and equity in policies, procedures, benefits, and salaries.

Through collaborative problem-solving and advocacy, these unions have contributed to securing better pay for graduate workers and increasing transparency with university leadership, equipping the campus community with a deeper understanding of organizing's short- and long-term impacts.

In addition to student organizing, numerous student groups, often faculty-supported or directly buoyed by curricular topics, establish opportunities for students to build their understanding and practice of principles for a just and equitable society, as articulated in their personal lives and in a community setting.

Out of 300 student organizations, some of the most active and civic-minded of these include:

- UNM's chapter of the American Civil Liberties Union (ACLU),
- The Student Health and Leadership Council,
- Agora Crisis Center,
- Generation Justice,
- Student Center for the Public Trust

- Student Animal Legal Defense Fund,
- Law Students Association for Government Relations,
- The African Students Association,
- The Queer and Trans Student Alliance, and
- Politics, Organization, and Leadership in Society

Activities of these organizations are far-ranging in modalities for students to integrate social change, discovery of their civic perspective, and skills in community relationship-building. For example, the Student Center for the Public Trust, which focuses on enhancing opportunities to learn about and practice ethical decision-making, hosts community service events, an "Ethics in Action" video competition, a student leadership conference, and a "Being a Difference" student award.

By contrast, the Queer Student Alliance, while focused on advocacy at large, also has a weekly meeting focused on education, de-stressing, and support within the queer community.

The Agora Crisis Center, funded by the Associated Students of UNM and housed at UNM, is a service for students and the community at large; they train students as volunteers for a crisis hotline, offering community education and training in addition to support and referrals for community members in crisis.

There are hundreds of examples of this type of participation at UNM, supporting a holistic picture of deeply integrated community engagement throughout campus and beyond.

4. *Indicate where civic knowledge development for a diverse democracy is part of the community engaged student learning outcomes inside and outside of the curriculum. (Maximum word count of 500 words)*

- ***Community-based participatory research on democracy and civic engagement***
- ***Collaborative problem solving***
- ***Knowledge of systems (governance and community networks)***
- ***Ethical reasoning and critical inquiry***
- ***Information literacy and empathy***
- ***How to use policy for social change***
- ***Compassion and communicating across differences***

Community-Based Participatory Research

Community-based participatory research thrives across multiple departments, including the College of Education and the Community Participatory Health Institute. Many courses also foster critical inquiry and collaborative problem-solving among students. To address these gaps, centers like the SUB, the Women's Resource Center, and the Center for Teaching and Learning offer workshops designed to encourage critical thinking and promote these essential skills.

The Center for Participatory Research, based at the College of Population Health, includes the following mission statement: "CPR's mission is to support a collaborative environment within UNM, aligned with core values of community partnership, social justice and respect for diverse narratives and worldviews in order to co-create new knowledge and translate existing knowledge to improve quality of life and health equity among New Mexico's diverse populations and beyond" (1).

Co-Curricular Support for Civic Knowledge

Civic engagement at UNM is further reflected in a variety of talks offered across departments and colleges, including the social sciences, humanities, and specialized centers like the Latin American and Iberian Institute (LAI). For instance, in December 2024, the LAI hosted the talk *Why Do Populist Authoritarians Rarely Turn into Repressive Dictators?*, which was accessible both in person and via Zoom, attracting faculty, students, staff, and community members.

Student Activities Concerning Voting

The Student Union Building (SUB) at UNM hosts voter registration events throughout different electoral periods. The most recent event was the 2024 presidential election. The electoral registration period facilitated early voting on campus. Also a voting site located at the center of the SUB, offered flexible hours for voters' needs.

The SUB website provided information about candidates, while the SUB regularly broadcast news updates on its digital message boards to keep the community informed about electoral results and news.

Faculty and Staff Activities Concerning Voting

UNM also offered its election experts website as a resource for media professionals and the public to stay informed about key issues shaping upcoming elections. The website featured insights from UNM faculty, offering expert analysis on how these issues may influence voter behavior and decision-making (2).

5. *How is free speech showing up on your campus? What is your institutional*

policy on free speech and free expression?

What kind of programming, partnerships, and policies for staff, faculty, students and/or community do you offer or participate in that foster critical thinking, space to engage in deliberative dialogue, civil discourse and communication across differences, and exchange of ideas around contentious issues?

Is there training offered to faculty, staff, and/or the community to incorporate these skills into courses and programming?

UNM has robust, standardized protections for free speech. The UNM statement on free speech (freespeech.unm.edu), written by the Office of the President, affirms:

“UNM is committed to free speech, ensuring a space where diverse perspectives can be shared, debated, and challenged. The university values open dialogue and critical thinking, recognizing that exposure to differing viewpoints is essential for growth.

“Even when opinions collide, critical thinking demands that we strive to grow, educate, and improve ourselves from those experiences... Let us focus our attention and energies on the underlying causes of what offends or concerns us most with more and better speech.”

As part of this commitment, UNM has hosted speakers from various viewpoints, including controversial figures, often followed by demonstrations. The university upholds free expression while providing space for differing opinions.

To support civil discourse, UNM offers programming, partnerships, and training for students, faculty, and staff to engage in respectful dialogue and critical discussions. Freedom of speech is central to UNM's identity. The university encourages the community to engage, or debate, while respecting the right to express and be

heard.

UNM also includes free speech within University Administrative Policies under Policy 2220: Freedom of Expression and Dissent, noting, “Speech activities protected by this policy include speechmaking, praying, the distribution of written materials, picketing, assembling in groups, demonstrating, sidewalk chalking, erecting symbolic structures, and any other actual or symbolic speech or conduct intended to communicate an idea. Legitimate University activities include teaching, research, and public service; all of the administrative operations supporting those activities; and the performance of all University approved educational, commercial, research, professional or other activities by public or private contractors, tenants, or permittees.”

One series of free speech examples on campus were student, staff, and faculty participation in Black Lives Matter protests. In June 2020, peaceful protests were held throughout campus. In September 2020, in protest of the verdict in the Breonna Taylor case, students organized nightly outdoor conversations about racism and systemic inequality, bringing together audiences of over 100 for events including a four-mile march in and around campus.

6. Describe how your campus tracks and assesses civic engagement. Explain how your campus uses the data to inform programming and enhance student learning.

Tracking and Assessing Civic Engagement at UNM

UNM tracks and assesses civic engagement through various methods to ensure effective measurement of student involvement and to enhance learning and programming. These efforts focus on student participation, institutional impact, and community partnerships.

Assessment Methods

1. **Course-Based Engagement:** UNM incorporates community-engaged learning into academic courses. Participation is tracked through course designations, faculty reports, and student reflections. The University collects data on enrollment in service-learning courses and evaluates their impact through student assessments and faculty feedback.

2. **Student Organizations and Leadership Programs:** The Student Activities Center monitors participation in student government (ASUNM and GPSA), advocacy groups, and volunteer initiatives. Leadership programs such as the Lobo Social Justice Initiatives gather data on student involvement and the outcomes of leadership development.

3. **Community Partnerships and Impact Surveys:** UNM's community engagement offices track collaborations with local organizations, assessing the reach and effectiveness of student-led initiatives. Partner organizations provide feedback on student contributions, which helps UNM refine its approach to meaningful civic engagement.

4. **Annual Reporting and Carnegie Elective Classification:** UNM compiles data on civic engagement activities for institutional reports, including the Carnegie Community Engagement Classification. This process involves faculty and student participation in engaged research, service-learning courses, and outreach initiatives.

- **Resource Allocation:** Trends in participation inform funding decisions for civic engagement programs, ensuring resources support the most impactful initiatives.
- **Student Learning Outcomes:** Reflection assessments and surveys help UNM measure how civic engagement enhances critical thinking, social responsibility, and leadership skills.
- **Policy and Institutional Strategy:** Findings from engagement tracking contribute to university-wide strategies for strengthening community partnerships and expanding civic learning opportunities.

Through these efforts, UNM ensures that civic engagement is integral to student learning, cultivating a culture of active participation and social responsibility.

Data to Inform Programming and Enhance Learning

- **Curriculum Development:** Data from course-based engagement assists faculty in designing and refining service-learning courses that align with student needs and community priorities.

SECTION NINE



Community Engagement and Other Institutional Initiatives

1. *Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities:*

- ***Anchor institution mission or initiative(s)***
- ***Campus diversity, inclusion, and equity goals (for students and faculty)***
- ***Efforts aimed at student retention and success***
- ***Encouraging and measuring student voter registration and voting***
- ***Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming***
- ***Social innovation or social entrepreneurship that reflects the principles and practices of community engagement***
- ***The campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research***
- ***Efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students Outreach activities Community and economic development Lifelong learning (non-credit) Campus food security programs (internal and external)***

- **Anchor institution mission or initiative(s)**

The University of New Mexico aims to promote discovery, intellectual and cultural contributions, and an educated, healthy, and economically vigorous New Mexico.

Source: <https://opportunity.unm.edu/mission-statement.html#:~:text=As%20the%20state's%20premier%20institution,and%20economically%20vigorous%20New%20Mexico.>

- **Campus diversity, inclusion, and equity goals (for students and faculty):**

In addition to encouraging inclusive excellence, advancing equity, and fighting for social justice, the Division for Equity and Inclusion works to transform the campus environment and foster a culture that values diversity as a strength. This helps to advance equity for all members of the University community.

Source: <https://diverse.unm.edu/#:~:text=The%20Division%20for%20Equity%20and%20Inclusion%20promotes%20equity%20for%20all,in%20this%20way%2C%20nurture%20a>

- **Efforts aimed at student retention and success:**

The University of New Mexico has implemented numerous initiatives to support student retention and success, focusing on academic, financial, and social support to ensure students thrive during their time at the university.

Source: <https://ssstrio.unm.edu/#:~:text=Our%20Mission,their%20educational%20and%20personal%20needs.>

- **Encouraging and measuring student voter registration and voting:**

The University of New Mexico has undertaken efforts to encourage and measure student voter registration and participation as part of its commitment to civic engagement and democratic participation.

Source: <https://race.unm.edu/news/get-your-students-to-vote.html>

- **Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming:**

The University of New Mexico (UNM) actively fosters the development of skills and competencies that enable students to engage in constructive dialogue about controversial social, political, and ethical issues.

Source: <https://gened.unm.edu/essential-skills.html>

- **Social innovation or social entrepreneurship that reflects the principles and practices of community engagement:**

The University of New Mexico actively promotes social innovation and entrepreneurship that are aligned with community engagement principles.

Source: <https://www.mgt.unm.edu/responsible/>

- **The campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community-engaged research:**

At the University of New Mexico, the Institutional Review Board recognizes

the unique challenges and ethical considerations involved in community-engaged research. It also provides training and materials with extensive information on its website.

Source: <https://irb.unm.edu/>

- **Efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students:**

The University of New Mexico actively supports faculty and students in developing Broader Impact activities, a key requirement for federally funded grants, particularly from agencies like the National Science Foundation and the National Institutes of Health.

Source: https://frdo.unm.edu/?q=unm_broader_impacts

- **Outreach activities**

The University of New Mexico engages in various outreach activities to foster connections between the university and local, national, and global communities.

Source: <https://ceop.unm.edu/>

- **Community and economic development**

The University of New Mexico actively engages in community and economic development through various initiatives and partnerships that address the social, cultural, and financial needs of New Mexico.

Source: <https://innovations.unm.edu/economic-development/>

- **Lifelong learning (non-credit):**

The University of New Mexico fosters lifelong learning through various programs,

partnerships, and initiatives to enrich individuals' personal and professional development across all stages of life.

Source: <https://ce.unm.edu/olli/>

- **Campus food security programs (internal and external):**

The University of New Mexico addresses food insecurity on campus through various programs to provide resources and support for students, faculty, and staff in need.

Some of the programs are the campus Lobo Food Pantry, and information on food pantries and distribution sites in the city of Albuquerque.

Sources: <https://basicneeds.unm.edu/>
<https://loborespect.unm.edu/services/campus-lobo-food-pantry.html>
<https://loborespect.unm.edu/support/resource-guide1/food-pantries--distribution-sites.html>

2. Describe at least two examples from question 1, including how the priority is aligned with community engagement; where you have been; where you are now, where you are strategically planning on going; and lessons learned over the past two years.

Example 1: Campus diversity, inclusion, and equity goals (for students and faculty)

The Division for Equity and Inclusion (DEI) at UNM aims to promote equity for all University members by leading efforts and building sustainable partnerships to transform the campus environment, fostering inclusive excellence, promoting equity, and advocating social justice.

Alignment with Community Engagement: DEI emphasizes community engagement by centering the community wealth of

the people of New Mexico and beyond. This approach ensures that the division's initiatives are inclusive and reflective of the diverse populations it serves.

Strategic Progression:

- **Past Initiatives:** DEI has researched, assessed, and addressed the needs of its community members through tools such as the Survey for Faculty with Disabilities, to assess the needs. The results have informed interventions aimed at creating a more inclusive environment.
- **Current Focus:** The Division for Equity and Inclusion is enhancing its infrastructure by redesigning its website for better accessibility and convening councils like the Diversity Council and the LEAD Council of Associate Deans for Diversity.

These efforts aim to strengthen coordination and communication across the university.
- **Strategic Planning:** Looking ahead, DEI is implementing the UNM 2040 initiative, which includes goals such as ensuring the university is inherently inclusive and accessible, and focusing on faculty and staff diversity, recruitment, retention, professional development, and career advancement to address historical and current injustices and inequalities.

Lessons Learned Over the Past Two Years:

Through its initiatives, DEI has recognized the importance of continuous assessment and community involvement in creating an inclusive environment. The division's commitment to justice, equity, accessibility, diversity, and inclusion (JEADI) has been reinforced, guiding its strategic planning and actions.

By aligning its priorities with community engagement and strategic planning, the Division for Equity and Inclusion at UNM continues to foster an environment where diversity is valued, and all community members have equitable opportunities to thrive.

Example 2: Social innovation or social entrepreneurship that reflects the principles and practices of community engagement

The Center for Responsible Entrepreneurship (CRE) of the UNM's Anderson School of Management fosters socially conscious entrepreneurship by providing resources and training to individuals to develop sustainable and ethical business ventures.

Alignment with Community Engagement: CRE emphasizes community engagement by creating a community where socially conscious entrepreneurs can learn, launch, and scale their concepts into successful for-profit business enterprises.

Strategic Progression:

- **Past Initiatives:** CRE has been involved in initiatives such as the New Mexico for Good program, encouraging students to pursue socially responsible business ventures.
- **Current Focus:** The center is actively involved in the UNM Innovation Academy, promoting social entrepreneurship and responsible economic development through direct engagement with the local business community.
- **Strategic Planning:** CRE aims to convene with environmental, social, and governance changemakers, collaborating

on mutual goals and initiatives in New Mexico. It also seeks to connect with the global network of sustainability centers to bring best practices and share Santa Fe's efforts with this growing body of work.

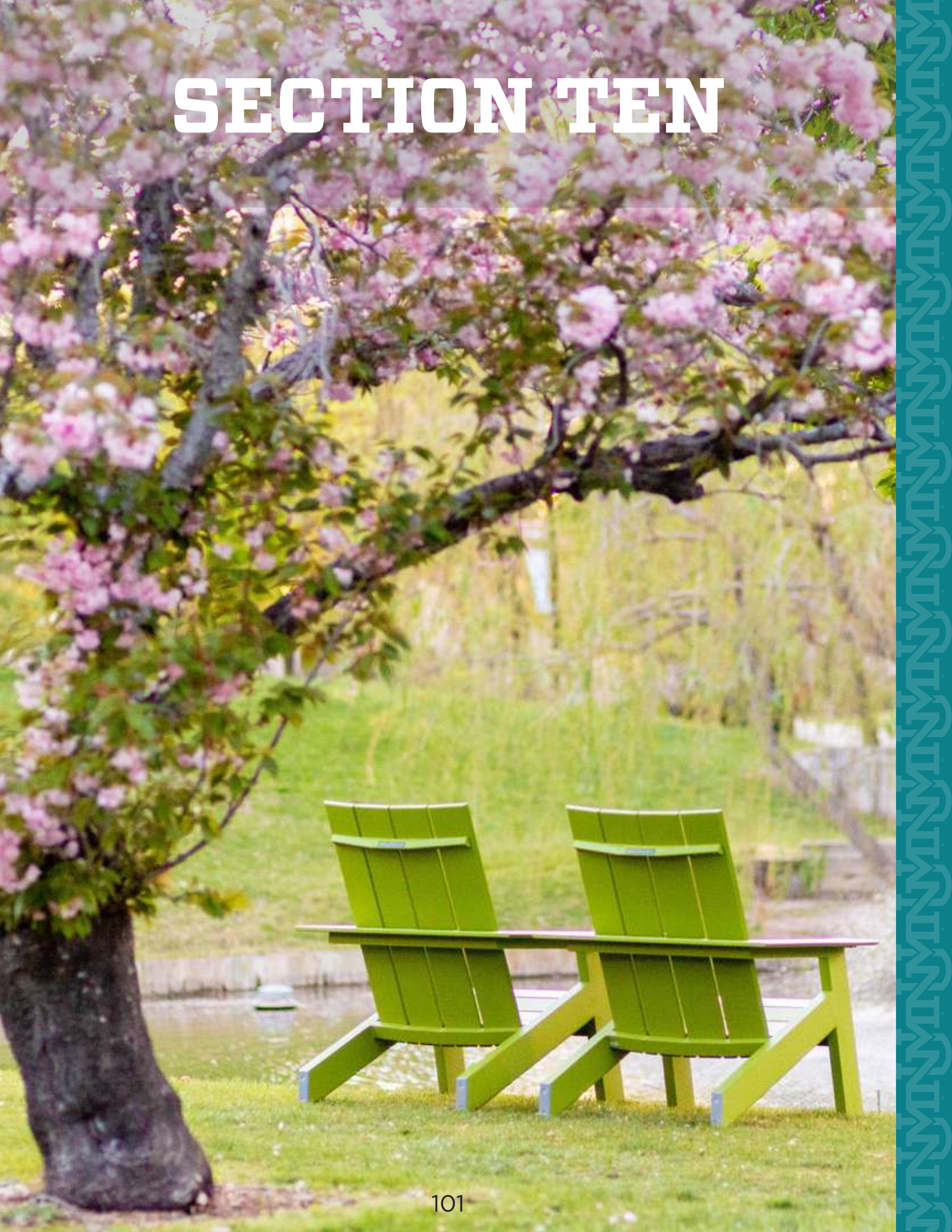
Lessons Learned Over the Past Two Years:

Through its programs and collaborations, CRE has recognized the importance of integrating context, culture, and history into new ways to lead within the intersections of business, society, environment, and governance.

This holistic approach has been instrumental in preparing business leaders for the future in environment, social, and governance, stakeholder capitalism, ethical leadership, and sustainability.

By aligning its priorities with community engagement and strategic planning, the Center for Responsible Entrepreneurship continues to foster an environment where socially conscious entrepreneurs can thrive and contribute positively to society.

SECTION TEN



Reflection and Additional Information

(Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

Section 3: Institutional Identity and Culture, Question 1

The writers of this report wish to clarify that there are forward-thinking plans taking place that further cement community engagement with the university's overall strategy, and plans for tenure and promotion.

The University of New Mexico's strategic framework, 2040: Opportunity Defined, recognizes community engagement as a core value and strategic priority, emphasizing its crucial role in shaping the university's future.

The establishment of the Office of Community Engagement, and its ongoing collaboration with the Office of the Provost and the CE Advisory Board, directly addresses the challenges that arose from changes in community engagement leadership from 2020-2022. The collaboration allows UNM to uphold its long-standing commitment to community engagement and to broaden its impact in alignment with the goals of the 2040 Plan.

Proposals and Strategic Objectives The CE Advisory Committee has outlined objectives to:

- a. Institutionalize community engagement as a core UNM value;
- b. Develop resources and mechanisms to support community-engaged work, such as an ongoing GIS-map project that showcases community engagement work

across New Mexico;

- c. Strengthen partnerships;
- d. Align engagement efforts with funding opportunities; and
- e. Collaborate with the Office of the Vice-President for Research, to produce community engaged scholarship.

Section 5: Faculty and Staff, Question 12

While changes to Tenure and Promotion at UNM are not final, the University of New Mexico (UNM) is in the process of revising these guidelines to formally recognize and reward community-engaged scholarly work, as indicated in Section 5, Question 12.

Collaborative efforts are underway, involving key leaders, faculty, and staff to ensure that community engagement becomes a recognized and valued component of faculty contributions.

The revision process is being spearheaded by the Community Engagement (CE) Advisory Committee in partnership with the Provost's Tenure and Promotion Advisory Committee (PARC). Co-chaired by the Senior Vice Provost and the Director of the Office of Community Engagement (OCE), this initiative is analyzing current evaluation criteria and developing a rubric for assessing community-engaged scholarship.

The Provost's Office, in integrating the current Director of Community Engagement into its academic affairs team, has strengthened collaboration with deans and department chairs, fostering a shared commitment to institutionalizing community engagement as a core value at UNM. Products and outcomes from this process will include:

1. Recommendations for Tenure and Promotion (Forthcoming 2025):

A forthcoming report will provide clear, standardized guidelines for evaluating community-engaged teaching, research, creative work, and service. This framework will empower departments to recognize and reward faculty contributions in alignment with institutional goals.

2. Workshops and Training:

The OCE has hosted faculty workshops and symposia to support mentorship and training in community engagement.

3. Proposals and Strategic Objectives: The CE Advisory Committee has outlined objectives to:

- Institutionalize community engagement as a core value at UNM.
- Develop resources and mechanisms to support community-engaged scholarship.
- Strengthen partnerships and align engagement efforts with funding opportunities and collaborating with the Office of the Vice-President for Research.

4. Showcasing Impact:

Initiatives like the Community Impact Map and public events celebrating faculty contributions have amplified UNM's engagement efforts.

These efforts are being designed to equitably apply to all faculty—adjunct, full-time contract, tenure-track, and tenured—ensuring inclusivity in recognizing the diverse ways community engagement enhances academic and societal impact.

Section 6: Curricular Engagement, Question 6

Reviewers may note some data is missing from this table, and we wanted to explain

that here. The writers of the previous report did not leave records or a database for how community-engaged courses were selected, including any information on the breakdown of undergraduate versus graduate courses.

This year, we started “from scratch” to build a careful database of community engagement standards for every course in the 2023-2024 academic year course catalog. In the previous report, the total number of courses was listed as 600. This did not seem to correlate directly to the number of faculty teaching those courses (in the initial classification).

While the numbers of community engaged courses and faculty for this reclassification have thus changed significantly from the prior classification, we believe this information is verifiable and will build a methodology for reporting and transparency, going forward.

Section 7: Co-Curricular Engagement, Question 3

As described in Section 7, Question 3, the Office of Community Engagement undertook significant work to develop a cross-department rubric for assessing community-engaged courses that would be validated for inclusion in this reclassification application. We wanted to provide some additional context here on why we chose to improve that process, why we chose our methodology, and what this may look like into the future.

Because of changes in university and community engagement leadership from our initial classification, we were unable to find the specific courses, or criteria, used in UNM's initial Carnegie classification report. While we had sum totals, and some general documentation, we realized the Office of Community Engagement must track, year-over-year, the methodology of

assessing co-curricular community engaged work. This is important for this report, critical in order to demonstrate community engaged activities to our university community, and important for long-term relationships with individual departments and building traction for cross-listing community engaged courses that would be more visible to students.

As noted in Section 7, 5 criteria were used, and courses needed to meet three out of five criteria. This has established a database of all university courses. In future years, courses can be added or removed based on if they are taught in any year, and we can also assess departmental outreach to help them understand success in community engagement.

(Optional) Reflect on who was around the table, who was missing, and how the voices of community members who were missing might have improved this report.

Section 2, Question 1, part B

In reflecting on Section 2 Question 1, part B, which seeks to understand “Leadership priorities, vision and strategic plan and initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement,” the Office of Community Engagement thought of a broader discussion taking place with leadership, faculty, and staff who are participating in UNM’s conversations around community engagement.

UNM leadership and the Office of Community Engagement have worked hard to collaborate with leadership, staff and faculty, and community partners to establish and maintain an ongoing, transparent database of UNM’s community engagement efforts.

But in order for this database, reporting, and ongoing strategy to be mutually beneficial, reciprocal, and accessible to any

stakeholder, ***we have a goal to adopt a new external community engagement board, with representation across the state.***

In reflecting on the composition of those involved in shaping this report, it is evident that while faculty, administrators, and some community partners were present, there was a need for broader representation from community members across the state, particularly from rural, indigenous, and historically underserved populations. Even though some of those voices are represented through some of the partnerships, it would be highly beneficial that they could give a direct input.

Incorporating these voices would provide a deeper insight into how UNM’s community engagement efforts could be more equitably structured to create mutually beneficial partnerships to serve diverse populations effectively.

To address this gap, UNM is in the process of establishing an external Community Engagement Board, which will represent voices across the state. This board will be composed of community leaders, grassroots organizers, nonprofit representatives, and other stakeholders who bring firsthand knowledge of local needs, challenges, and opportunities.

By fostering direct collaboration between community members and the university, the CE Board will work on community needs being reflected and that future reports and initiatives incorporate the lived experiences and priorities of those UNM seeks to serve and create collaborations.

For future reports, a more diverse set of voices will ensure to be more comprehensive, integrating perspectives on systemic barriers to engagement, in addition to contributing to the effectiveness of existing partnerships,

and strategies to create more inclusive, reciprocal relationships. Moving forward, the establishment of the CE Board will enhance the university's ability to co-create solutions with communities, ensuring that engagement efforts are not only institutionally driven but also community-informed and mutually beneficial.

Additionally, we would like to note that UNM has four branch campuses across the state, which is one of UNM's long standing contributions to statewide community engagement. Data in this report only covers UNM's main campus, which includes the campus systems in Albuquerque (and the Health Science Center). In future years, it would be valuable to include data and input from branch campuses, in alignment with UNM's 2040 Strategic plan "One University" (<https://opportunity.unm.edu/goals/goal5.html>).

Section 5, Questions 11 and 12

(Optional) What is a question you would like us to ask that was not included in the application?

We would appreciate the opportunity to share more clearly about challenges in building institutionalized approaches to community engagement in our unique environment (in New Mexico).

For example, a question could be: "Compared to the last classification, what challenges or barriers to integrated community engagement efforts have been resolved? Which ones remain? How will the institution continue to meet or address these barriers? Provide 1-3 examples."

We feel this question would promote valuable discussion within community engagement efforts at UNM. We also feel, for the reviewers of this application, this would allow us to discuss the

broader framework of how community engagement "works" in our unique environment.

We would also appreciate a question that would allow us to express UNM's structure with a main campus and several branch campuses.

This would allow us to express that while these branch campuses are "separate" from UNM, faculty, students, and staff from the main campus and branches frequently collaborate on intertwined projects that span multiple communities. Excluding branch campuses from a unified submission risks overlooking the depth and reach of these joint efforts.

This question would foster valuable reflection and discussion within community engagement initiatives at UNM and similar institutions. It would also provide reviewers with a deeper understanding of how community engagement functions in distinctive environments, helping to contextualize institutional progress.

5. Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for the Carnegie Foundation, its administrative partners, and other higher education researchers.

In providing this consent, I also agree that the identity of my campus may be revealed.

I consent to having the information in the application used for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

Before you submit your final application, please provide a list of community partners that should receive the partnership survey.

Include the partners described in Section 4 question 1, but you may include additional partners up to a total of 15 (see guide for partnership survey information).

Partner 1:

- Community Partner Name: Dr. Valerie Hoose
- Community Partner Contact: valerie.hoose@aps.edu
- Name of community organization/group: Albuquerque Public Schools

Partner 2:

- Community Partner Name: Chris Shuey, Director, Uranium Impact Assessment Program
- Community Partner Contact: sric.chris@gmail.com
- Name of community organization/group: Southwest Research and Information Center

Partner 3:

- Community Partner Name: Alicia Borrego (Director, NMAEYC)
- Community Partner Contact: alicia@nmaeyc.org
- Name of community organization/group: New Mexico Association for the Education of Young Children (NMAEYC)

Partner 4:

- Community Partner Name: Benelda Cohoe-Belone, Program Director
- Community Partner Contact: benelda.cohoe-belone@ihs.gov
- Name of community organization/group:

Partner 5:

- Community Partner Name: Victoria Vicente, head of Social Studies Division, Rio Grande High School
- Community Partner Contact: victoria.vicente@aps.edu
- Name of community organization/group: Rio Grande High School

Partner 6:

- Community Partner Name: Keith Sanchez, high school teacher at partner school Robert F. Kennedy Charter
- Community Partner Contact: keith.sanchezrfk@gmail.com
- Name of community organization/group: Robert F. Kennedy Charter, a partner school

Partner 7:

- Community Partner Name: Randy Trask, President, New Mexico Trade Alliance
- Community Partner Contact: randy@nmtradealliance.org
- Name of community organization/group: NM Trade Alliance

Partner 8:

- Community Partner Name: Dr. Shannon Johnson
- Community Partner Contact: johnson_sha@aps.edu
- Name of community organization/group: Diné Bilingual Coordinator, Indian Education Department and Albuquerque Public Schools

References

Section 1

Links for UNM information:

- Academic Medical Institution: <https://unmhealth.org/locations/unm-hospital/>)
- HSI (Hispanic-Serving Institutions): <https://www.nifa.usda.gov/about-nifa/how-we-work/partnerships/hispanic-serving-institutions-hsis>)
- NASNTI (Native American-Serving Non-Tribal Institutions): [https://www.entsoc.org/sites/default/files/files/List%20of%20Historically%20Black%20Colleges%20and%20Universities%20\(HBCUs\)%20and%20other%20Minority-Serving%20Institutions%20\(MSI\).pdf](https://www.entsoc.org/sites/default/files/files/List%20of%20Historically%20Black%20Colleges%20and%20Universities%20(HBCUs)%20and%20other%20Minority-Serving%20Institutions%20(MSI).pdf))
- (11) https://opportunity.unm.edu/assets/docs/unm2040_strategic_framework_5_2022.pdf
- (12) <https://engagement.unm.edu/advisory-board/index.html>
- (13) <https://news.unm.edu/news/unm-to-unveil-indigenous-peoples-land-and-territory-acknowledgement-mural>
- (14) <https://www.usnews.com/news/best-states/new-mexico>
- (15) https://www.nmlegis.gov/Entity/LFC/Documents/Program_Evaluation_Reports/Progress%20Report%20-%20Costs%20and%20Stacking%20Income%20Support.pdf

Section 2

- (1) <https://carnegieclassifications.acenet.edu/institution/university-of-new-mexico-main-campus/>
- (2) https://frdo.unm.edu/sites/default/files/UNM%20as%20an%20HSI%2C%20MI%2C%20MSI_2022-23.pdf
- (3) <https://opportunity.unm.edu/>
- (4) <https://unmhealth.org/services/emergency-trauma/center.html>
- (5) <https://www.unm.edu/academics/>
- (6) Leonhardt, David and Wu, Ashley, The Top U.S. Colleges with the Greatest Economic Diversity. The New York Times. September 7, 2023. <https://www.nytimes.com/interactive/2023/09/07/magazine/college-access-index.html>.
- (7) <https://datausa.io/profile/university/university-of-new-mexico-main-campus>
- (8) <https://news.unm.edu/news/increased-unm-enrollment-reflects-talent-and-diversity-of-student-body>
- (9) <https://oia.unm.edu/facts-and-figures/official-enrollment-reports.html>
- (10) <https://oia.unm.edu/facts-and-figures/index.html>
- (16) <https://www.childrenscabinet.nm.gov/safe/adverse-childhood-experiences-aces/>
- (17) <https://hsc.unm.edu/>
- (18) <https://hsc.unm.edu/about/administrative-departments/community-health/programs/heros/>
- (19) <https://hsc.unm.edu/population-health/research-centers/assessment-planning/>
- (20) <https://hsc.unm.edu/ctsc/services/cerc/>
- (21) <https://ess.unm.edu/programs/current-students/mentoring-programs/stem-mentoring-program/index.html>
- (22) <https://unmhealth.org/cancer/career/training-education/steam/>
- (23) <https://childcare.unm.edu/>
- (24) <https://coehs.unm.edu/>
- (25) <https://vrc.unm.edu/>
- (26) <https://elcentro.unm.edu/>
- (27) <https://cfc.unm.edu/>
- (28) <https://diverse.unm.edu/affiliate-resources/faculty/inclusive-excellence-faculty-bridge-hiring-program.htm>

- (29) https://innovations.unm.edu/wp-content/uploads/2023/11/UNM-EconomicImpact_2022-released-18Nov23.pdf
- (30) <https://engagement.unm.edu/about/index.html>
- (31) <https://diverse.unm.edu/#:~:text=Our%20mission%20is%20to%20cultivate,health%20and%20open%2C%20respectful%20dialogue>
- (32) <https://hsru.unm.edu/>
- (33) <https://scholarship.unm.edu/Resources/lottery-scholarships.html>
- (34) <https://scholarships.unm.edu/Resources/opportunity-scholarship.html>
- (35) <https://opportunity.unm.edu/mission-statement.html>
- (36) <https://engagement.unm.edu/events/ce-week-2024/index.html>
- (37) <https://hsc.unm.edu/population-health/research-centers/center-participatory-research/>
- (38) <https://projectecho.unm.edu/>
- (39) <https://saap.unm.edu/research/centers/dpac.html>
- (40) <https://hsc.unm.edu/cnah/>
- (41) <https://engagement.unm.edu/index.html>
- (42) <https://engagement.unm.edu/about/leadership.html>
- (43) <https://engagement.unm.edu/events/symposium-2024/index.html>
- (44) <https://engagement.unm.edu/about/impact-map.html>
- (45) <https://grandchallenges.unm.edu/>
- (46) <https://crsinfo.unm.edu/funding/community-based-research-initiative/index.html>

Section 3

- (1) <https://unmhealth.org/diversity-equity-inclusion/community/>
- (2) <https://www.mgt.unm.edu/cce/>
- (3) <https://hsc.unm.edu/news/community-engagement/>
- (4) <https://hsc.unm.edu/population-health/research-centers/center-participatory-research/>
- (5) <https://engagement.unm.edu/news/index.html>

Section 4

- (1) <https://coehs.unm.edu/departments-programs/teelp/teacher-residencies/index.html>
- (2) <https://hsc.unm.edu/pharmacy/research/areas/metals/>
- (3) <https://www.unm.edu/~naomishin/children.html>
- (4) <https://hsc.unm.edu/population-health/research-centers/center-participatory-research/indigenous-health-and-wellness/family-listeningcircle-program.html>
- (5) <https://engagement.unm.edu/features/mariallane.html>
- (6) <https://chicanos.unm.edu/programs/college-preparation-program.html>
- (7) <https://fulbrighternetwork.com/news/214215>
- (8) <https://dlti.unm.edu/>
- (9) <https://engagement.unm.edu>
- (10) <https://engagement.unm.edu/advisory-board/index.html>
- (11) <https://engagement.unm.edu/about/impact-map.html>
- (12) <https://engagement.unm.edu/events/symposium-2023/index.html>
- (13) <https://engagement.unm.edu/>

events/symposium-2024/index.html

- (14) <https://engagement.unm.edu/events/ce-week-2024/index.html>

Section 5

- (1) <https://engagement.unm.edu/events/symposium-2023/index.html>
- (2) <https://engagement.unm.edu/events/symposium-2024/index.html>
- (3) <https://projectecho.unm.edu/our-work-in-new-mexico/>
- (4) <https://hsc.unm.edu/cnah/cbpr-institute/>
- (5) <https://research.unm.edu/events/cerl>
- (6) <https://crsinfo.unm.edu/funding/community-based-research-initiative/2022-2023-community-based-research-awards.html>
- (7) <https://engagement.unm.edu/about/impact-map.html>
- (8) <https://m.youtube.com/@UNM.communityengagement>
- (9) <https://engagement.unm.edu/index.html>

Section 7

- (1) <https://ctl.unm.edu/>
- (2) <https://geo.unm.edu/>
- (3) <https://sustainability.unm.edu/academics/lobo-gardens.html>
- (4) <https://carc.unm.edu/news--events/News/libraries-workshops-2023.html>

Section 8

- (1) <https://hsc.unm.edu/population-health/research-centers/center-participatory-research/>
- (2) <https://race.unm.edu/events/archive/same-day-voter-registration.html>