

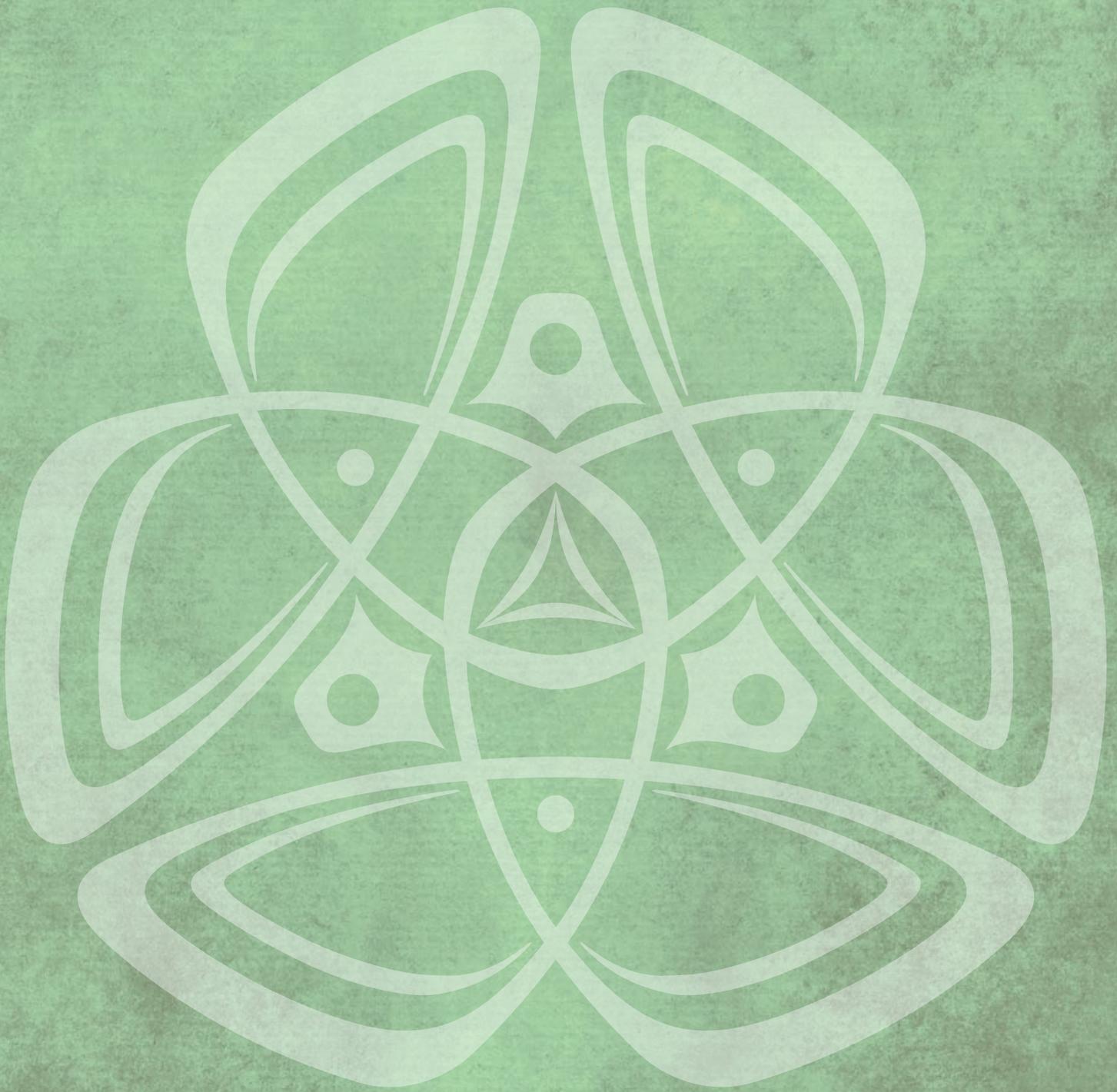


AN ENGAGED UNIVERSITY

CONNECTING WITH ANCHORAGE, ALASKA AND THE WORLD



UNIVERSITY *of* ALASKA
ANCHORAGE



UAA
ENHANCES QUALITY
OF LIFE AND LEARNING THROUGH
ENGAGEMENT WITH THE
COMMUNITIES WE SERVE.



Dear Friends,

Engagement, in all its forms, is at the center of UAA's mission and vision, and our Carnegie classification as an "Engaged University" reflects that commitment. We take great pride in the service learning work that UAA students contribute to our community. We commend our faculty for their community-based research and for developing instruction to address community needs, and we explicitly recognize this work in our newly revised promotion and tenure guidelines. We celebrate our many partnerships with community agencies that enhance our instruction and advance the state of Alaska.

For ten years, the Center for Community Engagement and Learning has been connecting UAA with Anchorage and Alaska through academic courses, projects and research activities. With a decade of learning and growth, the Center is coming of age. Our long-term partnerships are strong and evolving, and our new initiatives create more opportunities for engagement. We have much to be proud of and much more that we can do.

This report details the accomplishments of the Center this past year. Whether you scan it quickly or read it in depth, I think you will be surprised at the variety and the impact of the projects the Center has either undertaken or supported. This is only a selected portion of UAA's work in the community, and it is an accurate reflection of UAA's commitment to engagement.

Whether you are a faculty member, a student or a potential community partner, if reading this report inspires you, please contact the Center for Community Engagement and Learning to find out how you can participate in these efforts in the future.

Michael Driscoll
Provost and Executive Vice Chancellor
University of Alaska Anchorage

CELEBRATING 10 YEARS

of Community Engagement and Learning

The Center for Community Engagement and Learning (CCEL) is central to the mission of the University of Alaska Anchorage (UAA) and serves as the intersection of student learning, faculty research and creative activity, and community engagement. Established in 2000, our mission is to connect academic programs with community needs and to use scholarship and action for the mutual benefit of the university and the state, its communities and its diverse people. Whether we are funding faculty to initiate projects in the arts, environment, education or engineering, or supporting students' experiential learning, the CCEL office is a hub for public issues to be addressed through the development and support of community-engaged curriculum, projects and research.

Community engagement at UAA recognizes, respects and values the knowledge, perspective

and resources shared among our partners. We distinguish this from community service, which may focus on volunteering expertise, resources or services to individuals or groups in the community. While community service describes activities that are provided to or done in communities, community engagement describes a set of activities that are undertaken with community members in a collaborative and reciprocal partnership.

In 2011, facing the next decade, we consider active, engaged learning with community partners, faculty and students to be more important and timely than ever. We encourage the development of new projects, and we look forward to expanding the relationships and deepening the levels of engagement in issues of importance to the greater Anchorage community and the state of Alaska.





STORIES OF ENGAGEMENT AND IMPACT

Faculty, staff and students at UAA create relationships and community projects that vary from archiving and preserving history to documentary filmmaking, developing research with community agencies and a host of other collaborative undertakings. Some community partnerships are ongoing and deepen over time, while others focus on short-term finite projects. CCEL provides mini-grants for faculty through a competitive application and review process each semester. Community Engaged Student Assistants

(CESAs) may also be assigned to assist faculty with project development or implementation. We have captured some of the stories and outcomes of community partnerships here to illustrate the depth and breadth of the connections that are forged between the university and the community. Some of these projects were begun in this academic year, while others continued from a previous round of funding in the spring of 2010.

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A FILM PROJECT BY AND ABOUT TEEN PARENTS

UAA Faculty: Sharman Haley & Joy Chavez Mapaye

Sharman Haley, Professor with the Institute of Social and Economic Research, and Joy Chavez Mapaye, Assistant Professor in Journalism and Public Communications (JPC), created a project with Crossroads Secondary School to work with a vulnerable population of young women who became pregnant in their teens and to create media to be used in teen pregnancy prevention. The first one-credit course was offered in the spring of 2010, giving students high school or college credit to learn story craft and film production in making short biographical films of their experiences as pregnant or parenting teens. In fall 2010 the course was repeated at Crossroads Secondary School. The films, 11 in all, were screened alongside a short film about the project, followed by a discussion with the filmmakers at Out North Contemporary Art House on April 24, 2010, and January 29, 2011.

The messages in the films varied. One teen mother emphasized the changes in her body and her social life (both unwelcome, even though she loved the baby), others emphasized the amount of care and the unanticipated demands of parenthood, and some reflected upon an interrupted adolescence, the dependence upon family for help and the uncertainty about next steps in education, career and lost opportunities.

“Our biggest success has been in the youth development category,” Haley said. “These teen parents had very little self-confidence going into the film class, but they came out feeling very successful that they had made a real, tangible, semi-professional looking product that had a real audience and made a real social contribution. The process of honing their storyline for the film and the conversations with friends and families in the course of making the film made a real difference in the way they understood their own lives and relationships, especially with parents.” The original vision to embed the teens’ films in a larger documentary was never fully funded. They hope to still accomplish this for outreach to middle school students for pregnancy prevention.

A CCEL mini-grant made it possible to pay for child care and to pay the film director, Betsy Douds. The project was a partnership with Out North Contemporary Art House, JPC, Crossroads Secondary School and Planned Parenthood. It was supported with grants from CCEL and the Alaska Association of School Boards Initiative for Community Engagement, product donations from Best Buy and individual donors. Some of the films can be viewed at <http://outloudmedia.org/page4/page6/page5/page5.html>.

TRANSITIONING FROM VILLAGE LIFE TO HIGHER EDUCATION

UAA Faculty: Paola Banchemo

Assistant Professor Paola Banchemo, Journalism & Public Communications (JPC), undertook her first video project with a collaborative documentary telling the stories of Yup'ik students transitioning from village life to higher learning. The products—one short and one 30-minute documentary—will be used as storytelling tools to explain the three-year transition from village life to city living experienced by teens in the project. Students talk about their life goals, their journeys from their rural villages and how their participation in Take Wing Alaska helped them to find their paths in life. The films were also intended to raise funds for the Alaska Humanities Forum's Take Wing Alaska program and to provide a creative activity that engages JPC faculty and students in research, narrative writing and video production.

produce a “cohesive narrative” meant for statewide distribution. The release of the 10-minute video for Take Wing Alaska will be used to assist the Rose Urban Rural Exchange program funding for several more years, enabling more high school students from the Yukon-Kuskokwim area to successfully pursue higher education opportunities in the Anchorage area.

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“As a journalist who has worked in the medium of print for most of my career, I have personally expanded my horizons by leading this effort,” Banchemo said. Banchemo employed two UAA students with her grant, and she was pleased that they had the opportunity to edit footage and





LEADERSHIP AND MENTORING OF HIGH SCHOOL STUDENTS

UAA Faculty: Marie Lowe

College readiness is the focus of a program started by Assistant Professor Marie Lowe with the Institute of Social and Economic Research called UAA Transitions. Lowe began the program in 2009 as a public service project linking UAA, the Anchorage School District (ASD) and UAA's TRiO program to serve future first-generation college students. The program uses a semester-long series of activities that expands ASD's Social and Emotional Learning program, Planning Academic and Career Excellence (PACE), to help familiarize secondary students with college while encouraging leadership and peer mentorship skills in University of Alaska students.

UAA Transitions brings together approximately 30 TRiO students from Bartlett, East and West high schools with ten UAA students each spring. They receive leadership and peer facilitation training from Brian Griggs, creator of the ASD PACE program and a military school liaison. After the 12-hour training spread over two days, the UAA students engage high school students in several days

on the UAA campus, which include Challenge Day, Campus Event Day and Leadership Initiative Day.

UAA students participated in ice-breaker and initiative leadership activities and were expected to work in teams on problem solving. Lowe explained, "Teaming the UAA students with real educators demonstrated an important context where the skills they were learning could be applied. ... Having highly qualified trainers such as Brian Griggs, Rebecca Vano (Bartlett PACE teacher), T.J. Miller (ASD P.E. Dept.) and Gavin Vaughan (ASD PACE coordinator) was critical to the success of this initial training."

Lowe added, "Students engaged in problem-solving activities while moving through campus so the high school students had the opportunity to experience campus in an informal, but powerful way." The program continued this spring and was evaluated with the aid of a mini-grant from CCEL.

HUNGER AND SOCIAL INEQUALITY

UAA Faculty: Tracey Burke

Associate Professor Tracey Burke in the School of Social Work began teaching her course, SW243 Cultural Diversity and Service Learning, in the spring of 2005. In the first year or so, she experimented with how to engage students effectively in the community. Now she thinks she has a good answer in a partnership with the Food Bank of Alaska and other community organizations that allow her students to spend time in the warehouse, at food pantries and kitchens, and provide outreach to families who may qualify for food stamps. The course is organized around hunger, which enables students to see patterns in diversity as a mechanism for social inequality. Students learn through experience that anyone can be hungry, but that such things as race and ethnicity, gender and family structures can shape who is more likely to be hungry.

“The community engagement supports a deeper level of questioning,” Burke explained, “allowing students to confront their opinions and biases.” A typical blog entry by students was, “This process has changed the way in which I evaluate issues and people.”

Burke is the recipient of the 2011 Selkregg Award for Community Engagement & Service Learning for an additional research project with the Food Bank of Alaska. Burke and her students will conduct interviews with clients of the Food Bank to capture their stories and further elucidate a picture that quantitative research, already available for Anchorage, does not fully portray.



FOOD STAMP CHALLENGE & OUTREACH



Students from SWK 243: Cultural Diversity and Community Service Learning participated in a class food stamp challenge, eating on a food stamp budget.



Food Stamp Outreach provided students an opportunity to engage community members on hunger related issues. Students provided outreach at several free tax preparation services, tax clinics, and mobile food pantries.



WHAT IS A MOBILE FOOD PANTRY?
The mobile food pantry is a converted beverage truck used to deliver fresh produce, dairy products, and other food and grocery products directly to distribute sites where people need food.



HOW DOES IT WORK?
When the truck arrives at a site, community volunteers place the food on tables surrounding the truck. Patrons form a line and are able to choose items that they need.



WHY A MOBILE FOOD PANTRY?
Many of our community members do not know where their next meal will come from. Many agencies provide food and other services, but access may be difficult, many people do not have cars and there is limited public transportation.



Mobile food pantries are a great opportunity for food stamp outreach. Mobile food pantries distribution sites are sponsored by an organization, church, or local business.

Blogging thoughts.....

"Again with the leftovers! Yes, it's not that I don't like leftovers it's that I only want to eat them when I want to and not have to. Today was chicken and rice, rice from last night and chicken from Sunday night. Breakfast is the best meal of the day because of the fresh eggs, toast or oatmeal."

"I have two more days to go and I have 17 dollars to make food. WAIT! I have three days! So, my plan as of right now is to buy rice and a frozen bag of chicken. If I have any money left, I would like to buy some bread and cheese."

"I was really busy running around yesterday I did not have a chance to make it home to get food, so I had to buy frozen pizza and microwave it. This puts me at 12 dollars. I don't think I am going to make it three days with 12 dollars. I will try though, I am starting to get a headache in the mornings from not having coffee."

"The food stamp challenge has been a good experience for my family. Today we had a really busy day and for breakfast we just had toast and coffee. My daughter only had a banana before she was off to day care. The rest of the day was fixed on working for my husband or classes for me. As we all revolved back home for dinner I just made refried beans and made homemade flour tortillas and had Kool-aid for dinner."

"I have come to realize that lunch has been the most difficult meal of the day living on a food stamp budget (for me anyway). I always find myself hungrier in the middle of the day, and I have to admit that I usually eat a lot when it comes to lunch! It has been difficult for me to eat less and not to eat what I normally would. I guess it is a blessing in disguise because I want to change my eating habits anyway. When I started the food stamp challenge a few days ago I thought that it wouldn't be so bad, however I have really given me a chance to experience what life is really like for an individual who cannot afford to eat how they would like to. I have come to appreciate food more and more. I think too often food is unappreciated because it seems like it will always be around."

STRUGGLES OF IMMIGRANT FAMILIES

UAA Faculty: Mara Kimmel
& Garry Kaulitz

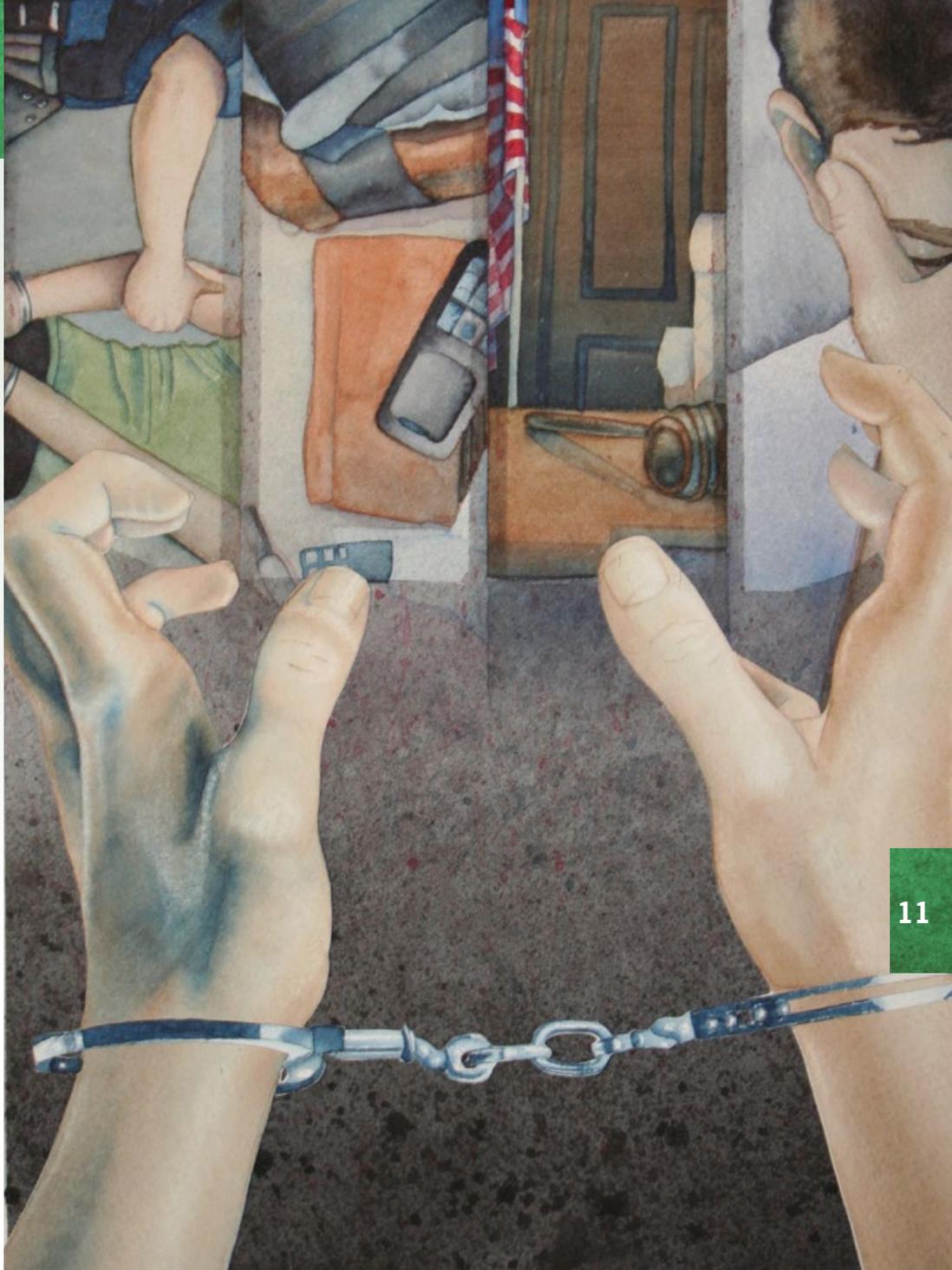
Assistant Professor Mara Kimmel and Professor Garry Kaulitz partnered with the Leadership Anchorage program of the Alaska Humanities Forum and the Alaska Immigration Justice Project to create a community-engaged arts and humanities project. “Portraits” documents the lives of five immigrant families in Anchorage, their contributions to our community and the impact of the fear of deportation and separation on their children. Kaulitz recruited art students to work alongside writers from the Leadership Anchorage class of 2010-11; the five pairs worked together for ten months to plan and execute

the final exhibitions at the Loussac and Consortium libraries. The final product is a graphic novel entitled “Portraits”, depicting the lives and personal struggles of five diverse groups of immigrants accompanied by striking illustrations.

In the “Portraits” afterword, Arthur Sosa, current vice-president of the Alaska Immigration Justice Project writes:

Many Alaskan women and men have left behind loved ones in their native countries in hopes of pursuing the dream of a safer, better life. But the backdrop to these new lives is always the fear—fear that raids and detentions will tear mothers and fathers away from their American-born children. “Portraits” gives a human voice to the experiences of these immigrants and their families.

Copies of the graphic novel are available to the general public at the Alaska Immigration Justice Project offices, 431 West 7th Ave., Suite 208. “Portraits” can also be viewed at <http://issuu.com/leepost/docs/portraits>.



THE ART AND SCIENCE OF CLIMATE CHANGE

UAA/Kenai Peninsula College Faculty: Cheryl Siemers

This funded project illustrates what community campuses are accomplishing with community engagement. Assistant Professor Cheryl Siemers spearheaded a project in 2010 with grants from CCEL and the Career and Community Engagement Center at Kenai Peninsula College (KPC), partnering with Alaska Christian College and the Kenai Visitors and Cultural Center to create an exhibit that engaged 70 students in five different college classes (including Art, English and Media & Society). The exhibit opened in January 2010 at the Kenai Cultural and Visitor Center with multimedia and technological displays, digital slide shows and artwork.

At KPC, Siemers' English students produced journals and reflection papers. Celia Anderson's art students produced interpretive pieces using fabric and three-dimensional art portraying the debate, issues

and effects of climate change. Each artist created a statement along with the piece giving his or her perspective about the issue. A class from Alaska Christian College did research and designed a mobile and slideshow of photography depicting how climate change was impacting villages throughout Alaska. Each surface design piece was hung with a phone number to call and listen to the artist's statement.

The goal of the project was to stimulate questions, explore perspectives and be provocative. Siemers also edited a publication of the exhibit that is available through the Career and Community Engagement Center at KPC. Read more as reported in the *Redoubt Reporter* covering the opening of the exhibition: <http://redoubtreporter.wordpress.com/2010/01/27/hot-topic-%E2%80%94-exhibit-invites-differing-views-on-climate-change>.



Exploring Perspectives
*The Art & Science of
Climate Change*





CONNECTING THE DISCONNECTED

UAA Faculty: Kathi Trawver

Assistant Professor Kathi Trawver, Social Work, became interested in Project Homeless Connect from her experience working with adults who were often seriously mentally ill and disconnected from services. She was attracted to the organic nature of the project: “It was grass roots, and Mayor Begich was interested as a way of moving toward a 10-year plan.” Trawver approached the Homeless Coalition and has worked since then on a data collection plan—tracking people who were referred for services to see if they were effective; collecting qualitative stories from volunteers, providers and

clients; and doing follow-up surveys with volunteers and providers.

Trawver worked with student volunteers throughout the project, training students to interview homeless clients and to collect and analyze data. Today the Social Work Coalition at UAA has taken over the university’s role in the partnership with Project Homeless Connect. “My contribution is not really needed here anymore,” Trawver said. “The students have taken over.”

THEATRE HISTORY ON DISPLAY

UAA Faculty: Gabrielle Barnett

Assistant Professor Gabrielle Barnett's newest project: "Out of the Box and Onto the Walls" arose from a conversation with Out North Theater's artistic director Scott Turner Schofield, who first came to Out North as a touring performance artist several years ago. He observed the impact of Barnett's previous work on the "Sweet Sixteen" exhibit and witnessed the depth and breadth of work generated by local artists at Out North. Working with the archived materials from Out North, which he donated to the Consortium Library's Special Collections, they are now developing a permanent exhibit that will mark the relevance of Out North's first 25 years as a player on both the local and national levels.

Barnett began working with the Out North Theater in summer 2009 when she received a "We the People" grant from the Alaska Humanities Forum to help preserve, organize and catalogue print and video materials. Early this year, Barnett curated a temporary exhibit of "Under 30" materials at Out North to coincide with the 16th anniversary of the series. "Out North is an organization with a history of stirring up controversy in pursuit of its mission of producing work by and for underserved, and often marginalized, peoples in the state of Alaska," Barnett said.





FOOD SECURITY AND SUSTAINABILITY

UAA Faculty: Mark Carper

Assistant Professor Mark Carper in Geography/Environmental Studies completed a project that begins to address the issue of food security and sustainability in Alaska by assessing the current state of local food consumption and distribution. The definition of local food used throughout the project was “foods that are produced, hunted, and/or gathered in Alaska.”

Professor Carper worked with several community partners on the study: Alaska Center for Appropriate Technology, Alaska Center for the Environment, Alaska Farm Bureau, State of Alaska Department of Health and Social Services and the State of Alaska Department of Natural Resources, Division of Agriculture. A faculty committee consulted and several students assisted with designing and

conducting the study. The project consisted of a household local food survey and a food basket survey to understand how the Anchorage public participates in the local Alaska food system; it also helped determine the availability of local foods.

The majority of Anchorage residents surveyed have some degree of interest in eating local food and are willing to pay more for it. However, people’s understanding and awareness of what makes food “local” affects their perceptions about how much of their diet is comprised of foods from Alaska and where such foods are available. For full results of the study visit http://www.uaa.alaska.edu/engage/engage_social_issues/upload/PHH-UAA-Research-CBR.pdf.

REFUGEE YOUTH MAKE MUSIC TOGETHER

UAA Faculty: Catherine Sullivan

When Catherine Sullivan, associate professor of Nursing, applied for the Selkregg Award in 2010, she knew she wanted to do something for recent refugees to the community. In 2008, while working with the Refugee Assistance and Immigration Services program (RAIS) (a program of Catholic Charities) she designed a nursing laboratory class as a service-learning course for her students to have experience with this population. In spring 2010, the first students designed a project informing hospitals and clinics about the need for quality health care and the use of medical interpreters.

Sullivan responded this year to an agency need to bring refugee youth together with activities and give them a voice in their new community through the universal language of music and dance. UAA

NS411 Nursing Lab students assisted with the project and worked with children and teens from Somalia, Bhutan, Sudan and Iraq, among others. They identified health needs and concerns, such as the stress of relocation to a new country, how to build a positive peer support network and how to access health care in a new and very different community. Students designed and raised funds for bus tokens so the refugee youth could attend the music group. One of the outcomes of the project arose from the literature explored by students and professors: storytelling is an effective means of dealing with the trauma often experienced by refugee youth. A video was created of the children's stories as narrated to the nursing students, and more information is available at www.refugeemusic.org.





THINK GLOBALLY, ACT LOCALLY

UAA Faculty: Dorn Van Dommelen

Professor Dorn Van Dommelen used to say that Geography 101 was “a bit of a tough class to teach.” A survey of all of the world’s most difficult problems; it was depressing for both the students and the professor. He wanted to make the course more positive and optimistic, so he added a service-learning component to the course with an NGO (non-governmental organization) working toward positive solutions of the world’s problems. For Van Dommelen, “Heifer International was an obvious choice since their work focuses on both food security and environmental issues, two issues that are important to me in the teaching of the course.”

Van Dommelen’s students have created an impressive impact for Heifer International. This past year he and four of his students spoke at the Impact Conference in Stetson, Florida. Students created an

educational presentation for campus or community groups that caused “a lot of buzz” about Heifer International in the area. This led to opportunities such as the municipal library system adopting the organization as their summer reading charity organization. Students also raised thousands of dollars through a Heifer International Club they started in 2010.

Van Dommelen says of his students, “Three internships with Heifer, student leadership awards and scholarships, and one Fulbright scholar came through this program, as well as the start of the Oxfam Change Initiative on campus. I don’t think this creates these great students, but it helps to funnel their enthusiasm and adds to the list of their great achievements.” Professor Van Dommelen now serves on the national board of Heifer International.

MORE EXCITING PA

Although CCEL provides a central locus for community partnerships, much of the interesting work happens throughout UAA's departments, centers and institutes.

USING TRADITIONAL ALASKA NATIVE DECISION-MAKING

Alaska Native peoples want to make substantive changes to the current federal management system applied to Alaska Native subsistence activities. The goal of the Student Subsistence Summit was to achieve consensus between the positions of the Alaska Federation of Natives and the Tribal Leaders Summit, for congressional and administrative action.

With the sponsorship of the Alaska Humanities Forum and the UAA Diversity Action Council and assistance from the Office of Community Partnerships and the Alaska Native Studies Department at UAA, the UAA Student

Subsistence Summit was held March 18–19 and April 2, 2011. Thirty-three UAA students represented key Alaska Native organizations, potential allies and Congress with respect to subsistence issues, using traditional Alaska Native ways of discourse, dialogue and decision-making.

A two-credit Alaska Native Studies class, "Subsistence Summit: Traditional Leadership & Decision-Making," familiarized students with the players, issues, laws, regulations and positions with respect to subsistence; students learned and practiced traditional forms of discourse, dialogue and decision-making; and conducted summit planning and facilitation. Students led the project with support from Project Director Ilarion Mercurieff, Alaska Native Studies Director Nancy Furlow and Alaska Native leaders involved in the issue. This project took advantage of lessons learned from the Warriors for a New Era series, jointly funded by the Alaska Humanities Forum, UAA Office of Community Partnerships and the UAA Diversity Action Council.



PARTNERSHIPS AT UAA

FIELD INSTITUTE IN ECOTOXICOLOGY AND ENVIRONMENTAL HEALTH

Professor Frank von Hippel, Biology and Environment & Natural Resources Institute, teaches a field institute in ecotoxicology and environmental health for Alaska Natives in collaboration with Alaska Community Action on Toxics. This community-based participatory research course explores the significance of environmental contaminants that are globally transported and generated from local sources (e.g. past and current use mining sites, formerly used defense sites and local dump sites) on community health in the Arctic, specifically in the Norton Sound Region of the Bering Sea. Samples and data that the students collect are used to produce publications and identify areas in need of environmental cleanup in Alaska Native communities.

Following the field institute, selected students attend a laboratory course at UAA where they learn techniques in analytical chemistry, genetics and endocrinology. All students are awarded scholarships that cover the full cost of transportation, room and board, tuition and course supplies through grants from the National

Institutes of Health. The overall goal for the institute is to provide students with the knowledge and capability to conduct various methods of environmental sampling and to learn the impact of environmental exposures on human and environmental health. Because the rates of cancer and developmental disorders that are known to be associated with contaminant exposure are much higher in Alaska Native communities than in the general population, it is critical that members of these communities have the knowledge and skills to advocate for their communities' public health.





BRINGING ENVIRONMENTAL PARTNERS TOGETHER

The Chugach National Forest (Region 10) and UAA co-hosted a three day conference, *Classrooms for Climate: A Symposium on the Changing Chugach, Northern Ecosystems, and the Implications for Science and Society*, May 4–7 in Anchorage. Additional partners included the Alaska Coastal Rainforest Center, Alaska Geographic, Institute of the North, Alaska Youth for Environmental Action and the Northern Forum.

The symposium explored recent research, collaborations and best practices, and featured more than 100 presenters from across the state of Alaska. Topics under discussion ranged from outdoor recreation and tourism futures in a changing climate to dynamics affecting ecosystems and human health, as well as sessions on adaptive strategies and education. A keynote address from Majora Carter,

a MacArthur “genius” Fellow and pioneer in urban green-collar job training in the Bronx (NYC), opened the conference, and it ended with youth from across the circumpolar north participating in the week’s sister event, the Northern Forum’s 10th Annual Youth Eco-Forum.

UAA presenters included faculty, research scientists, postdoctoral fellows and graduate students from the Environment and Natural Resources Institute, Institute of Social and Economic Research, School of Engineering, College of Arts and Sciences and the College of Health and Social Welfare. Next steps will include developing a shared “natural campus” in the Chugach National Forest that builds educational and career pathways for students, creating a regional collaborative framework for science research and education.

EARLY CHILDHOOD EDUCATION AND CREATIVE ARTS FAIR

Each year, UAA's faculty and students in the College of Education design and facilitate activities for young children and their parents in a Creative Activities Fair at local recreation centers serving diverse populations. Approximately 80 students and 5 faculty work with 600 children and parents through the Early Childhood Education undergraduate certificate, Associate and Baccalaureate degree programs each academic year.

Partners in sponsoring the event are the Anchorage School District, the Imagination Library of Alaska, the Alaska Association of Education of Young

Children, Tanaina Child Development Center and local businesses who donate goods and services. Each course facilitates activities appropriate for an Infant & Toddler or Early Literacy experience. Prior to the fair, students spend hours planning and developing the activities and materials, and later spend the day at the fair.

"The students change each year, but our faculty maintain a working group and maintain an active partnership with the Municipality of Anchorage and all of the organizations with whom we partner," said Hilary Seitz, Early Childhood program faculty.



COMMUNITY ENGAGEMENT



MENT HONORS & INITIATIVES



■ **PRESIDENTIAL HONOR ROLL**

UAA/CCEL was named to the 2010 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. The Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities.

■ **CARNEGIE CLASSIFICATION**

Since 2006, UAA has been recognized by the Carnegie Foundation for the Advancement of Teaching as a "Community Engaged Institution." The Center for Community Engagement & Learning serves as a central locus for the intersection of student learning, faculty research and community engagement.

■ **AMERICAN DEMOCRACY PROJECT**

ENGAGE Social Issues is UAA/CCEL's eCitizenship project, a three-year initiative of the American Democracy Project and a partnership of the American Association of State Colleges and Universities.

■ **CAMPUS COMPACT**

UAA/CCEL is a member of Campus Compact, committed to providing meaningful experiences for students to become active, engaged leaders in their communities.

■ **COALITION OF URBAN AND METROPOLITAN UNIVERSITIES**

(CUMU) — UAA is a member of CUMU with the mission to use the power of their campuses in education, research and service to enhance the communities in which they are located.

Director: Judith Owens-Manley

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UAA Center for Community
Engagement and Learning
UNIVERSITY of ALASKA ANCHORAGE

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