

Elective Classification: Community Engagement

2008 Documentation Framework

(revised 10/23/2007¹)

The Carnegie Foundation's elective classification for Community Engagement affirms that a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with the institution's identity and form an integral component of the institutional culture. Those practices may be focused in curricular engagement, outreach and partnerships, or both.

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The attached documentation framework provides a guide for institutions to develop and document their community engagement efforts. The framework is intentionally designed to support multiple definitions, diverse approaches, and institutionally-unique examples and data. The framework consists of two parts, *Foundational Indicators* and *Categories of Community Engagement*. Only institutions that satisfy the required items in the first part should proceed to the second one.

Institutions currently included in the Community Engagement classification will retain their present classification. The 2008 process is to accommodate new participants.

Process and Timeline

Data will be collected through an on-line survey. A call for participation will be issued in January 2008. The call will be posted on the Foundation's [Web site](#) and will be announced to all subscribers to the [Classifications mailing list](#).

Institutions will signal their intent to participate by responding to the call and designating a contact person by March 1, 2008. When data collection opens in April 2008, institution-specific survey invitations will be emailed to each institutional contact. Data collection will close on September 1, 2008, and classifications will be announced in December 2008.

While we expect to accommodate all interested institutions, if the response exceeds our capacity to perform a thorough review we may find it necessary to limit the number of participants. If necessary, our decision will be guided primarily by date of formal response to the call for participation, with additional consideration given to diversity of institutional types.

Please Note: This document was prepared to convey the framework's content, not the precise format of data collection. Changes in content or format may be made in the online data collection.

¹ Summary of changes from initial version: Introductory wording expanded to describe the process and timeline. "Introduction" and "Wrap-Up" sections added to more fully reflect the online data collection. Minor changes were made on the framework content and formatting.

Elective Classification: Community Engagement

I. Introduction

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement. You can stop data entry at any time and resume later. [Other software-specific instructions as needed.]

Use of data. The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

Name:

Title:

Institution:

City, State:

Telephone:

Email:

II. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

☐ Yes ☐ No

Quote the mission (vision)

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

☐ Yes ☐ No

Describe with examples

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

☐ Yes ☐ No

Describe the mechanisms

- b. Does the institution aggregate and use the assessment data?

☐ Yes ☐ No

Describe how the data is used

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☐ Yes ☐ No

Describe the materials

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

☐ Yes ☐ No

Describe examples such as annual address, published editorial, campus publications, etc.

B. Institutional Commitment

Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

☐ Yes ☐ No

Describe with purposes, staffing

2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

☐ Yes ☐ No

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

- b. Is there external funding dedicated to supporting institutional engagement with community?

☐ Yes ☐ No

Describe specific funding

- c. Is there fundraising directed to community engagement?

☐ Yes ☐ No

Describe fundraising activities

3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?

☐ Yes ☐ No

Describe

- b. If yes, does the institution use the data from those mechanisms?

☐ Yes ☐ No

Describe

- c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

☐ Yes ☐ No

- d. If yes, indicate the focus of those mechanisms

☐ Impact on students

Describe one key finding

☐ Impact on faculty

Describe one key finding

☐ Impact on community

Describe one key finding

☐ Impact on institution

Describe one key finding

e. Does the institution use the data from the assessment mechanisms?

☐ Yes ☐ No

Describe

4. Is community engagement defined and planned for in the strategic plans of the institution?

☐ Yes ☐ No

Describe and quote

5. Does the institution provide professional development support for faculty and/or staff who engage with community?

☐ Yes ☐ No

Describe

6. Does community have a “voice” or role in institutional or departmental planning for community engagement?

☐ Yes ☐ No

Describe

Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

☐ Yes ☐ No

Describe

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

☐ Yes ☐ No

Describe

b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain

b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

☐ Yes ☐ No

Describe

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

☐ Yes ☐ No

Examples

4. Is community engagement noted on student transcripts?

☐ Yes ☐ No

Describe

5. Is there a faculty governance committee with responsibilities for community engagement?

☐ Yes ☐ No

Describe

III. Categories of Community Engagement

A. Curricular Engagement

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

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

☐ Yes ☐ No

Describe requirements

- b. How many formal for-credit Service Learning courses were offered in the most recent academic year? _____
What percentage of total courses? _____

- c. How many departments are represented by those courses? _____
What percentage of total departments? _____

- d. How many faculty taught Service Learning courses in the most recent academic year? _____
What percentage of faculty? _____

- e. How many students participated in Service Learning courses in the most recent academic year? _____
What percentage of students? _____

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement?

☐ Yes ☐ No

Provide specific learning outcome examples

- b. Are there departmental or disciplinary learning outcomes for students' curricular engagement?

☐ Yes ☐ No

Provide specific learning outcome examples

- c. Are those outcomes systematically assessed?

☐ Yes ☐ No

Describe

3. a. Is community engagement integrated into the following curricular activities?

- ☐ Student Research
☐ Student Leadership
☐ Internships/Co-ops
☐ Study Abroad

Describe with examples

- b. Has community engagement been integrated with curriculum on an institution-wide level?

Describe with examples

- ☐ Yes ☐ No If yes, indicate where the integration exists.

- ☐ Core Courses ☐ Graduate Studies
☐ First Year Sequence ☐ Capstone (Senior level project)
☐ In the Majors ☐ General Education

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

- ☐ Yes ☐ No

Provide a minimum of five examples from different disciplines.

B. Outreach and Partnerships

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

1. Indicate which outreach programs are developed for community:

- ☐ learning centers
- ☐ tutoring
- ☐ extension programs
- ☐ non-credit courses
- ☐ evaluation support
- ☐ training programs
- ☐ professional development centers
- ☐ other (specify)

Describe with examples

2. Which institutional resources are provided as outreach to the community?

- ☐ co-curricular student service
- ☐ work/study student placements
- ☐ cultural offerings
- ☐ athletic offerings
- ☐ library services
- ☐ technology
- ☐ faculty consultation

Describe with examples

3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 15 partnerships)

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
1.										
2.										
3.										
4.										
5.										
...										
15.										

4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

☐ Yes ☐ No

Describe the strategies

- b. Are there mechanisms to systematically provide feedback and assessment to community partners?

☐ Yes ☐ No

Describe the mechanisms

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

☐ Yes ☐ No

Provide a minimum of five examples
from varied disciplines

IV. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) where you need more space. Please specify the corresponding section and item number(s).
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.
4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

☐ Yes ☐ No