

# Elective Classification: Community Engagement

## 2008 Documentation Framework

(revised 10/23/2007<sup>1</sup>)

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.

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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

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

Yes            No

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

Yes            No

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

Yes            No

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

Yes            No

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

Yes            No

Quote the mission (vision)

Describe with examples

Describe the mechanisms

Describe how the data is used

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

Describe the materials

## 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

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

Yes            No

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

Yes            No

- c. Is there fundraising directed to community engagement?

Yes            No

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

Yes            No

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

Yes            No

- 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

Impact on faculty

Impact on community

Impact on institution

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

Yes            No

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

Yes            No

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

Yes            No

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

Yes            No

Describe with purposes, staffing

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

Describe specific funding

Describe fundraising activities

Describe

Describe

Describe one key finding

Describe one key finding

Describe one key finding

Describe one key finding

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

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

Yes            No

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

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

Describe and quote

Describe

Explain

Describe

Describe

Describe

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

4. Is community engagement noted on student transcripts?

Yes            No

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

Yes            No

Examples

Describe

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

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

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

Yes            No

c. Are those outcomes systematically assessed?

Yes            No

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

Student Research  
Student Leadership  
Internships/Co-ops  
Study Abroad

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

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

Describe requirements

Provide specific learning outcome examples

Describe

Provide specific learning outcome examples

Describe with examples

Provide a minimum of five examples from different disciplines.

Describe with examples

## 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)

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

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.										

Describe with examples

Describe with examples

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

Yes                  No

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

Yes                  No

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

Describe the strategies

Describe the mechanisms

#### **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