



Carnegie Foundation for the Advancement of Teaching

*The Carnegie Foundation for the Advancement of Teaching
Elective Community Engagement Classification*

First-Time Classification Documentation Framework

*Framework notes: To assist you in preparing your application, this framework includes various notes that provide additional guidance as to the purpose of certain application questions and the type of information that is expected in applicants' responses. This guidance is shown in **blue text** throughout the framework below.*

This Documentation Framework is intended to help you gather information about your institution's commitments and activities regarding community engagement as you complete the 2015 Documentation Reporting Form (i.e., the application). **(The framework is for use as a reference and worksheet only. Please do not submit it as your application.)**

Data provided: The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

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.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

- First Name
- Last Name
- Title
- Institution

- Mailing address 1
- Mailing address 2
- City
- State
- Zip Code
- Phone Number
- Email Address
- Full Name of Institution's President/Chancellor
- President/Chancellor's Mailing Address
- President/Chancellor's Email Address

Community Engagement Definition

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

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

I. Foundational Indicators

A. Institutional Identity and Culture

Required Documentation. Please complete all five (5) questions in this section.

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?
 No Yes

Quote the mission or vision (word limit: **500**):

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?
 No Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement (word limit: **500**):

- 3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
 No Yes

Describe the mechanisms for systematic assessment (word limit: **500**):

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities in and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs and who is accountable for managing the process.

Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment.

This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

- 3.b. Does the institution aggregate and use all of its assessment data related to community engagement?
 No Yes

Describe how the data is used (word limit: **500**):

If you are using a systematic mechanism for hearing community attitudes and perceptions, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals and other specific illustrations of application of the community perception data.

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?
 No Yes

Describe the materials that emphasize community engagement (word limit: **500**):

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
- No Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc. (word limit: **500**):

B. Institutional Commitment

Required Documentation. Please complete all twelve (12) questions in this section.

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?
- No Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure (word limit: **500**):

The purpose of this question is to determine the presence of “dedicated infrastructure” for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community.

- 2.a. Are internal budgetary allocations dedicated to supporting institutional engagement with community?
- No Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used (word limit: **500**):

The purpose of all the questions in section B.2. is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total budget that funds the primary investment and ongoing costs of the infrastructure described in B.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

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

No Yes

Describe specific external funding (word limit: **500**):

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

2.c. Is fundraising directed to community engagement?

No Yes

Describe fundraising activities directed to community engagement (word limit: **500**):

Please describe institutional fund-raising goals and activities, pursued by offices of advancement, development, alumni or institutional foundations that are focused on community engagement. Student fund raising activities in support of community engagement may be included.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

No Yes

Describe specific financial investments (word limit: **500**):

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/university partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc.. (Do not include PILOT payments unless they are specifically designated for community engagement and community development).

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

No Yes

Describe systematic campus-wide tracking or documentation mechanisms (word limit: **500**):

The purpose of the questions in 3 a, b and c is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that

their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a data base, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

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

No Yes

Describe how the institution uses the data from those mechanisms (word limit: **500**):

For each mechanism or process described in 3.a., we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fund raising stories, and/or the reward and recognition of faculty, students or partners.

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

No Yes

The purpose of questions 4.a-e. is to assess the sustainability of engagement at your institution by looking at your approaches to estimating impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement. Thus, there is potential for both expected outcomes and unintended consequences, as well as positive and negative impacts.

For each constituent group, we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Students** (word limit: **500**):

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped

the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

- 4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Faculty** (word limit: **500**):

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications or similar sources. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

- 4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Community** (word limit: **500**):

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

- 4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on the Institution** (word limit: **500**):

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

- 4.f. Does the institution use the data from the assessment mechanisms?

No Yes

Describe how the institution uses the data from the assessment mechanisms (word limit: **500**):

Using examples and information from responses 4.a-e provide specific illustrations of how the impact data has been used and for what purposes.

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

No Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans (word limit: **500**):

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

No Yes

Describe professional development support for faculty and/or staff engaged with community (word limit: **500**):

7. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

No Yes

Describe how the community's voice is integrated into institutional or departmental planning for community engagement (word limit: **500**):

The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No Yes

Describe these specific search/recruitment policies or practices (word limit: **500**):

9. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

“Faculty scholarly work that uses community-engaged approaches and methods” refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.

Characteristic of community engagement include collaborative, reciprocal partnerships and public purposes.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.

Campuses often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship.

- 10.a. Is community engagement rewarded as one form of **teaching and learning**?

No Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

- 10.b. Is community engagement rewarded as one form of **scholarship**?

No Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

- 10.c. Is community engagement rewarded as one form of **service**?

No Yes

Please cite text from the faculty handbook (or similar policy document) (word limit: **500**):

11. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Which colleges/school and/or departments? List Colleges or Departments:

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods (word limit: **500**):

12. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

If yes, describe the current work in progress (word limit: **500**):

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 12 and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2020.

C. Supplemental Documentation

Please complete all three (3) questions in this section.

1. Is community engagement noted on student transcripts?

No Yes

Describe how community engagement is noted on student transcripts (word limit: **500**):

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No Yes

Please provide examples (word limit: **500**):

3. Is community engagement connected to efforts aimed at student retention and success?

No Yes

Please provide examples (word limit: 500):

II. 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 questions in this section use the term "service learning" to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of five (5) questions in this section.

- 1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

No Yes

Discuss how your [institution defines service learning](#), [the standard components for designation](#), and [the process](#) for identifying service learning courses (word limit: 500):

If your institution formally designates service learning courses, please provide the definition used for service learning, the standard and required components for designation, and the process of application and review/selection for designation.

- 1.b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year? ____

What percentage of total courses offered at the institution? ____

- 1.c. How many departments are represented by those courses? ____

What percentage of total departments at the institution? ____

- 1.d. How many faculty taught service learning courses in the most recent academic year? ____

What percentage of faculty at the institution? _____

- 1.e. How many students participated in service learning courses in the most recent academic year? _____

What percentage of students at the institution? _____

- 1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end (word limit: **500**):

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

No Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: **500**):

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understandings, skills, attitudes and values. Those outcomes are often associated with general education, core curriculum, and Capstone experiences.

- 2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

No Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community (word limit: **500**):

- 2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used (word limit: **500**):

- 3.a. Are there **departmental or disciplinary** learning outcomes for students' curricular engagement with community?

No Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: **500**):

- 3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

No Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community (word limit: **500**):

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used (word limit: **500**):

4.a. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

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

For each category checked above, provide examples (word limit: **500**):

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

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

For each category checked above, provide examples (word limit: **500**):

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

- No Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: **500**):

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly

products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

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. 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.). The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.

There are a total of five (5) questions in this section. Questions 1 and 2 focus on outreach activities; questions 3-5 focus on partnerships.

1. Indicate which outreach programs are developed for community. Please select all that apply:

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

For each category checked above, provide examples (word limit: **500**):

2. Which institutional resources are provided as outreach to the community? Please select all that apply:

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

For each category checked above, provide examples (word limit: **500**):

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First download the Partnership Grid template (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

- 4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?
 No Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships (word limit: **500**):

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

- 4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?
 No Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit (word limit: **500**):

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?
 No Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: **500**):

The purpose of this question is to explore the degree to which outreach and partnership activities have been linked to faculty scholarly activity and outputs that are recognized and

valued as scholarship. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, and the connection of outreach and partnership activities to scholarship.

III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s). (Word limit: **500**)
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. (Word limit: **500**)
3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification. (Word limit: **500**)

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 both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

- A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.
 No Yes
- B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.
 No Yes