 **Community Engagement Benchmarking Tool -- DRAFT**

Missouri Campus Compact (MOCC) has created this assessment tool to be used and/or modified by member campuses to benchmark their community engagement before beginning action planning for engagement.

We define community engagement using the Carnegie Foundation for the Advancement of Teaching’s definition found in the Community Engagement Classification Framework.

*Community engagement describes 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.*

This tool represents the compilation of several assessment rubrics for the institutionalization of engagement with the addition of anchor strategies, Higher Learning Commission Core Components, and indicators added by MOCC. The sources of each indicator is available in the table. Many indicators contained in the various rubrics were similar, so some were combined to simplify the table. The following resources were used to develop this tool:

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| --- | --- |
| A | The Democracy Collaborative (August 2013). The Anchor Dashboard: Aligning Institutional Practice to Meet Low-Income Community Needs. Retrieved from<http://democracycollaborative.org/content/anchor-dashboard-aligning-institutional-practice-meet-low-income-community-needs> |
| CEO | Initiative for a Competitive Inner City and CEOs for Cities. (2002). Leveraging Colleges and Universities for Urban Economic Revitalization: An Action Agenda. Retrieved from <https://community-wealth.org/content/leveraging-colleges-and-universities-urban-economic-revitalization-action-agenda> |
| C-N | Carnegie Foundation for the Advancement of Teaching (2020). First-Time Classification Documentation Framework. Retrieved from <https://drive.google.com/file/d/107oaW9gbVk6UIUgzpcD9VgLHraWwrNMQ/view>  |
| C-R | Carnegie Foundation for the Advancement of Teaching (2020). Re-classification Documentation Framework. Retrieved from <https://drive.google.com/file/d/1yRPDzpN7ekH2ZBdAunuR3Ze6ELT3Y52v/view>  |
| F | Furco, A., Weerts, D., Burton, L., & Kent, K. (2009). Assessment Rubric for Institutionalizing Community Engagement in Higher Education. Retrieved from https://conservancy.umn.edu/handle/11299/213717  |
| G | Gelmon, S.B., Seifer, S.D. Kauper-Brown, J. & Mikkelsen, M. (2005). Building Capacity for Community Engagement: Institutional Self-Assessment. Retrieved from<https://communityengagement.uncg.edu/wp-content/uploads/2014/08/self-assessment-copyright.pdf>  |
| H | Barbara A. Holland, 2006. Adapted from Holland, Michigan Journal of Community Service Learning, Vol.4, Fall 1997, pp. 30- 41.Retrieved from <https://kdp0l43vw6z2dlw631ififc5-wpengine.netdna-ssl.com/wp-content/uploads/large/2016/07/HollandMatrix-Levels-of-Commitment-to-Engagement.pdf> |
| HLC | Higher Learning Commission (February 2016). Policy Book. Retrieved from<http://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf> |
| I | ICIC (June 2011). Anchor Institutions and Urban Economic Development: From Community Benefit to Shared Value. Retrieved from <https://community-wealth.org/content/anchor-institutions-and-urban-economic-development-community-benefit-shared-value>  |
| M | added by Missouri Campus Compact |
| NC | North Carolina Campus Compact (August 2013). [Building the Engaged Campus: A Campus Planning Guide](https://compact.org/wp-content/uploads/large/2021/05/Engagement-assessment-NCCC.pdf).  |
| T | The Netter Center for Community Partnerships. (March 2008). Anchor Institutions Tool-Kit. Retrieved from <https://www.nettercenter.upenn.edu/sites/default/files/Anchor_Toolkit6_09.pdf>  |

The final list of indicators was cross-referenced with a [similar tool](https://compact.org/wp-content/uploads/large/2021/05/Engagement-assessment-NCCC.pdf) developed by North Carolina Campus Compact. This document was also used to develop the other columns for completion.

We welcome campuses to use this tool as appropriate for their context. Some indicators may need to be added, others deleted, and still others modified. Combining indicators resulted in some being double-barrelled. These may need to be split for ease of measurement.

Please note that one column on the spreadsheet asks campuses to rate themselves on each of the indicators. Campuses will need to develop a rating scale for this column that can be easily understood by your constituents and relevant to your planning process. A simple 5 point likert scale with at least 3 anchors would suffice.

Also, if the categories don’t seem appropriate for your campus or would fall in line better with your current practice if relabeled, please feel free to relabel them.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicators | Category | Source | Currently in place? | Rating on a scale (TBD) | What's missing? | Can we document? | How can we document? | Is this a priority? | When is it a priority (Year 1, 2, 3, etc) | Resources needed to put into place | Who is responsible? |
| As a purchaser, the institution redirects institutional purchasing toward local businesses | Anchor Strategies | CEO |  |  |  |  |  |  |  |  |  |
| As an employer, the institution offers employment opportunities to local residents | Anchor Strategies | CEO; I |  |  |  |  |  |  |  |  |  |
| As a workforce developer, the institution addresses local and regional workforce needs | Anchor Strategies | CEO; I |  |  |  |  |  |  |  |  |  |
| As a real estate developer, the institution uses its real estate development to anchor local economic growth | Anchor Strategies | CEO; I |  |  |  |  |  |  |  |  |  |
| As an incubator, the institution offers services to support start-up companies and expedite research commercialization | Anchor Strategies | CEO; I |  |  |  |  |  |  |  |  |  |
| As a network builder, the institution channels expertise to increase local business capacity or improve local business environment | Anchor Strategies | CEO; I |  |  |  |  |  |  |  |  |  |
| As community/neighborhood developer, the institution contributes to the quality of the local physical environment | Anchor Strategies | CEO; I |  |  |  |  |  |  |  |  |  |
| As a funder, the institution provides resources to support local community development | Anchor Strategies | T |  |  |  |  |  |  |  |  |  |
| As an anchor institution, the campus directs human, social and financial capital toward the following community outcomes: (see anchor dashboard for specific indicators) | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| equitable local and minority hiring | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| equitable local and minority business procurement | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| affordable housing | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| thriving business incubation | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| vibrant arts and cultural development | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| sound community investment | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| stable and effective local partners | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| financially secure households | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| educated youth | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| safe streets and campuses | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| health community residents | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| healthy environment | Anchor Strategies | A |  |  |  |  |  |  |  |  |  |
| Mechanisms are in place for the systematic assessment of community perceptions of the institution's engagement with the community | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| The institution aggregates and uses all of its assessment data related to community engagement including data obtained from campus-wide tracking and documentation mechanisms | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| The institution maintains systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community | Assessment, Evaluation, and Documentation | C-N; F; G |  |  |  |  |  |  |  |  |  |
| There are systematic campus-wide assessment mechanisms to measure the impact of engagement including measures of the following: | Assessment, Evaluation, and Documentation | C-N; F; G |  |  |  |  |  |  |  |  |  |
| impact on students | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| impact on faculty | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| impact on community | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| impact on institution | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| The institution has a definition, standard components, and a process for identifying/designating and tracking service learning courses | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| There are institutional (campus-wide) learning outcomes for students' curricular engagement with the community and those outcomes are systematically assessed | Assessment, Evaluation, and Documentation | M |  |  |  |  |  |  |  |  |  |
| There are departmental/disciplinary learning outcomes for students' curricular engagement with the community and those outcomes are systematically assessed | Assessment, Evaluation, and Documentation | C-N |  |  |  |  |  |  |  |  |  |
| There are institutional (campus-wide) learning outcomes for students' co-curricular engagement with the community and those outcomes are systematically assessed | Assessment, Evaluation, and Documentation | M |  |  |  |  |  |  |  |  |  |
| Community is involved in defining, conducting and evaluating community-based research, teaching, practice, and assessment (either at institution or departmental levels) | Community Involvement and Partnerships | H |  |  |  |  |  |  |  |  |  |
| The institution and community have joint grants/gifts | Community Involvement and Partnerships | H |  |  |  |  |  |  |  |  |  |
| The community has a voice or role for input into institutional or departmental planning for community engagement and has opportunities to express needs | Community Involvement and Partnerships | C-N; F |  |  |  |  |  |  |  |  |  |
| The institution or departments promote attention to the mutuality and reciprocity of partnerships | Community Involvement and Partnerships | C-N |  |  |  |  |  |  |  |  |  |
| There are mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit both from and to community partners | Community Involvement and Partnerships | C-N |  |  |  |  |  |  |  |  |  |
| The institution can identify long-standing, sustainable partnerships in the community | Community Involvement and Partnerships | C-R |  |  |  |  |  |  |  |  |  |
| Faculty collaborate with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners | Community Involvement and Partnerships | C-R; H |  |  |  |  |  |  |  |  |  |
| The institution learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations | Community Involvement and Partnerships | C-R |  |  |  |  |  |  |  |  |  |
| The institution demonstrates its responsiveness to those constituencies that depend on it for service | Community Involvement and Partnerships | HLC |  |  |  |  |  |  |  |  |  |
| Internal and external constituencies value the services the institution provides | Community Involvement and Partnerships | HLC |  |  |  |  |  |  |  |  |  |
| Community is perceived as and treated as co-educators for students | Community Involvement and Partnerships | M |  |  |  |  |  |  |  |  |  |
| The institution has mechanisms/infrastructure of working with the community for the translation of research and the promotion of evidence based practices to address community issues | Community Involvement and Partnerships | M |  |  |  |  |  |  |  |  |  |
| There exists mutual understanding between the institution and community representatives and broad agreement on the goals of engagement | Community Involvement and Partnerships | F; G |  |  |  |  |  |  |  |  |  |
| Local community leaders regularly describe the institution as an essential partner in addressing community concerns | Community Involvement and Partnerships | G |  |  |  |  |  |  |  |  |  |
| Community agencies are aware of the institution's goals for engagement and opportunities available to students. Consistently access students and/or faculty as resources for their work | Community Involvement and Partnerships | F; G |  |  |  |  |  |  |  |  |  |
| There are regular opportunities for community partners to assume leadership roles in institutional activities | Community Involvement and Partnerships | G |  |  |  |  |  |  |  |  |  |
| Community partners are consistently provided incentives to become involved in the institution's community engagement activities and recognized for their contributions | Community Involvement and Partnerships | G |  |  |  |  |  |  |  |  |  |
| There is a systematic process that brings campus and community together to assess and identify local issues and priorities | Community Involvement and Partnerships | NC |  |  |  |  |  |  |  |  |  |
| Community partners are invited to participate in the review, tenure, or promotion processes | Community Involvement and Partnerships | G |  |  |  |  |  |  |  |  |  |
| The institution assesses community partnerships and data is shared and used for improvement | Community Involvement and Partnerships | C-R |  |  |  |  |  |  |  |  |  |
| Service-learning and community-based learning are integrated across the curriculum and linked to learning goals | Curricular Integration | H; G |  |  |  |  |  |  |  |  |  |
| Community-based research and learning are intentionally integrated across disciplines | Curricular Integration | H |  |  |  |  |  |  |  |  |  |
| Interdisciplinary work is supported by the institution | Curricular Integration | H; G |  |  |  |  |  |  |  |  |  |
| Community engagement is integrated into the following curricular activities and structures: | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| student research | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| student leadership | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| internships/co-ops | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| study abroad | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| Graduate Studies | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| Core Courses | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| Capstone (senior level projects) | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| First Year Sequence | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| General Education | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| Majors | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| Minors | Curricular Integration | C-N |  |  |  |  |  |  |  |  |  |
| Online learning | Curricular Integration | NC |  |  |  |  |  |  |  |  |  |
| Departments provide community engagement opportunities that are part of the core academic program and/or are primarily supported by departmental funds | Curricular Integration | F |  |  |  |  |  |  |  |  |  |
| A campus-wide coordinating infrastructure (center, office) with widespread faculty/student participation is in place to support and advance engagement | Infrastructure and Commitment | C-N; H; G |  |  |  |  |  |  |  |  |  |
| Internal budgetary allocations are dedicated to supporting institutional engagement with the community (hard funding) and includes funding for permanent staff devoted to community engagement | Infrastructure and Commitment | C-N; H; F; G |  |  |  |  |  |  |  |  |  |
| Community engagement is incorporated into institutional fundraising goals | Infrastructure and Commitment | C-N; H |  |  |  |  |  |  |  |  |  |
| The institution invests financial resources in the community for purposes of community engagement and community development | Infrastructure and Commitment | C-N |  |  |  |  |  |  |  |  |  |
| The institution has the capacity and commitment to engage with its identified constituencies and communities | Infrastructure and Commitment | HLC |  |  |  |  |  |  |  |  |  |
| The institution has a strategic plan for community engagement | Infrastructure and Commitment | F; G |  |  |  |  |  |  |  |  |  |
| Community engagement opportunities are available to students in many areas throughout the institution and there are coordinated mechanisms to increase awareness of the opportunities | Infrastructure and Commitment | F; G |  |  |  |  |  |  |  |  |  |
| There are formal mechanisms in place that encourage students to participate in community engagement or reward them for their participation | Infrastructure and Commitment | F; G |  |  |  |  |  |  |  |  |  |
| The institution demonstrates a comprehensive and coherent plan to review, discuss, and strengthen its commitment to community engagement | Infrastructure and Commitment | G |  |  |  |  |  |  |  |  |  |
| There is a formal, universally accepted definition for community-engaged scholarship that is distinct from community engagement | Infrastructure and Commitment | G |  |  |  |  |  |  |  |  |  |
| The institution provides professional development support for faculty, staff, students, and/or community partners involved with engagement | Infrastructure and Commitment | C-N; C-R; G |  |  |  |  |  |  |  |  |  |
| Community engagement is tied formally and purposefully to other high profile efforts (e.g. teaching and learning, learning communities) | Institutional Alignment | F; G |  |  |  |  |  |  |  |  |  |
| Community engagement is noted on student transcripts | Institutional Alignment | C-N |  |  |  |  |  |  |  |  |  |
| Community engagement is connected with diversity and inclusion work | Institutional Alignment | C-N |  |  |  |  |  |  |  |  |  |
| Community engagement is connected to student retention and success efforts | Institutional Alignment | C-N |  |  |  |  |  |  |  |  |  |
| There is sufficient faculty expertise in community-engaged pedagogies in each college/discipline | Institutional Alignment | NC |  |  |  |  |  |  |  |  |  |
| Career Services assists students in integrating engagement into resumes and cover letters | Institutional Alignment | NC |  |  |  |  |  |  |  |  |  |
| Engagement is institutionalized for sustainability in the institution | Institutional Alignment | C-R |  |  |  |  |  |  |  |  |  |
| Community engagement is a priority in the institution's mission statement, vision, strategic plan, and accreditation/reaffirmation documents | Institutional Identity, Culture, and Philosophy | C-R; C-N; H; F; G |  |  |  |  |  |  |  |  |  |
| Community engagement is formally recognized through campus-wide awards and celebrations | Institutional Identity, Culture, and Philosophy | C-N |  |  |  |  |  |  |  |  |  |
| Community engagement is emphasized (or central element) in the marketing materials and external communications of the institution (including speeches, editorials, publications, etc.) | Institutional Identity, Culture, and Philosophy | C-N; H |  |  |  |  |  |  |  |  |  |
| The institution has a formal, universally accepted definition for community engagement that is used consistently to operationalize it | Institutional Identity, Culture, and Philosophy | F; G |  |  |  |  |  |  |  |  |  |
| Community-based research is acknowledged and valued as an essential component of the institution's involvement in research | Institutional Identity, Culture, and Philosophy | G |  |  |  |  |  |  |  |  |  |
| Community engagement is a central and defining characteristic of the institution | Institutional Identity, Culture, and Philosophy | H |  |  |  |  |  |  |  |  |  |
| The institution's policy making groups recognize community engagement as an essential educational goal and have developed formal policies | Leadership | F; G |  |  |  |  |  |  |  |  |  |
| A substantial number of influential faculty participate in community engagement efforts and support its infusion | Leadership | F; G |  |  |  |  |  |  |  |  |  |
| A highly respected, influential group of faculty serve as the institution's community engagement leaders and/or advocates | Leadership | F; G |  |  |  |  |  |  |  |  |  |
| Executive leadership explicitly promotes community engagement as a priority and is committed to a sustained engagement agenda with ongoing funding and community input | Leadership | C-N; H; F; G |  |  |  |  |  |  |  |  |  |
| Executive leadership perceives community engagement as fitting into their leadership roles | Leadership | C-N; C-R |  |  |  |  |  |  |  |  |  |
| Students are welcomed and encouraged to take on leadership roles in community engagement | Leadership | C-R |  |  |  |  |  |  |  |  |  |
| Executive leadership visibly supports community-engaged scholarship as an integral form of scholarship | Leadership | G |  |  |  |  |  |  |  |  |  |
| Community engaged faculty are involved as leaders in influential roles such as review, tenure, and promotion committees, governance, and curriculum committees | Leadership | G |  |  |  |  |  |  |  |  |  |
| The following outreach activities have been developed for the community | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| learning centers | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| tutoring | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| extension programs | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| non-credit courses | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| evaluation support | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| training programs | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| professional development centers | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| other | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| The following institutional resources are provided as outreach to the community: | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| co-curricular student service | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| work/study student placements | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| cultural offerings | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| athletic offerings | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| library services | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| technology | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| faculty consultation | Outreach | C-N |  |  |  |  |  |  |  |  |  |
| The institution provides leave time and/or flexible schedules for staff community engagement | Tenure, Promotion, Hiring, Rewards | M |  |  |  |  |  |  |  |  |  |
| The institution has search/recruitment policies or practices designed to encourage the hiring of faculty with expertise in and commitment to community engagement | Tenure, Promotion, Hiring, Rewards | C-N |  |  |  |  |  |  |  |  |  |
| There are institutional level policies for promotion (and tenure) that specifically reward faculty scholarly work that uses community-engaged approaches and methods | Tenure, Promotion, Hiring, Rewards | C-N; H; G |  |  |  |  |  |  |  |  |  |
| College/School/Department level policies for promotion (and tenure) are in place that specifically reward faculty scholarly work that uses community-engaged approaches and methods | Tenure, Promotion, Hiring, Rewards | C-N; H; F |  |  |  |  |  |  |  |  |  |
| There is professional development for faculty and administrators who review candidates' dossiers on how to evaluate faculty scholarly work that uses community-engaged approaches and methods | Tenure, Promotion, Hiring, Rewards | C-N; G |  |  |  |  |  |  |  |  |  |
| Faculty are encouraged and provided various incentives to pursue community engagement | Tenure, Promotion, Hiring, Rewards | C-R; G |  |  |  |  |  |  |  |  |  |
| Examples are available of faculty scholarship associated with their curricular engagement achievements | Tenure, Promotion, Hiring, Rewards | F; G |  |  |  |  |  |  |  |  |  |
| Community engaged scholarship is recognized and valued for all categories of appointments | Tenure, Promotion, Hiring, Rewards | C-N |  |  |  |  |  |  |  |  |  |
| Community-engaged scholarship is recognized and rewarded during the review, tenure, and promotion process | Tenure, Promotion, Hiring, Rewards | G |  |  |  |  |  |  |  |  |  |
| Review, promotion, and tenure policies support and encourage dissemination of scholarship through multiple venues | Tenure, Promotion, Hiring, Rewards | G |  |  |  |  |  |  |  |  |  |
| Community impact is valued in the review, tenure, and promotion processes | Tenure, Promotion, Hiring, Rewards | G |  |  |  |  |  |  |  |  |  |
| Community engagement is rewarded as one form of teaching and learning | Tenure, Promotion, Hiring, Rewards | C-N |  |  |  |  |  |  |  |  |  |
| Community engagement is rewarded as one form of scholarship | Tenure, Promotion, Hiring, Rewards | C-N |  |  |  |  |  |  |  |  |  |
| Community engagement is rewarded as one form of service | Tenure, Promotion, Hiring, Rewards | C-N |  |  |  |  |  |  |  |  |  |