



The Carnegie Elective Classification for Community Engagement

2008 Documentation Reporting Form

Introduction

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement.

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:

Telephone:

Email:

City:

State:

Institution:

Institution
President/Chancellor:

President/Chancellor's
Mailing Address:

I. 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 with the 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 the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes No

Describe:

At this point, applicants are urged to review the responses to Foundation Indicators I A, 1 through 5 and I B, 1 through 6 on pages 1-17 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 2010.

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:

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 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 with community?

Yes No

Provide specific learning outcome examples:

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

Yes No

Provide specific learning outcome examples:

c. Are those outcomes systematically assessed?

Yes No

Describe:

d. If yes, how is the assessment data used?

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?

Yes No

If yes, indicate where the integration exists:

- | | |
|--|--|
| <input type="checkbox"/> Core Courses | <input type="checkbox"/> Graduate Studies |
| <input type="checkbox"/> First Year Sequence | <input type="checkbox"/> Capstone (Senior level project) |
| <input type="checkbox"/> In the Majors | <input type="checkbox"/> General Education |

Describe with examples:

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. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.

4. a. 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 and to the institution?

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:

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).

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