(CARNEGIE) Elective Classification: Community Engagement
2008 Documentation Framework

http://www.carnegiefoundation.org/dynamic/downloads/file_1_614.pdf
General Link
http://www.carnegiefoundation.org/classifications/index.asp?key=783
Additional definitions
http://www.carnegiefoundation.org/classifications/index.asp?key=1213

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 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 sections, Foundational Indicators and Categories of Community Engagement. Only institutions that satisfy the required items in the first section should proceed to the second section.

When implemented in 2008, participating institutions will respond to this documentation framework through an online data collection. Participation information will be posted on the Carnegie Foundation's Web site in early 2008.

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

2008 Documentation Framework

This is a facsimile of the documentation framework that will be implemented through an online data collection. This version is made available to assist institutions in planning their efforts and data-gathering activities.

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)?
Quote the mission (vision)
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?
Describe with examples
3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
b. Does the institution aggregate and use the assessment data?
Describe the mechanisms
Describe how the data is used
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?
Describe the materials
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?
Describe examples such as annual address, published editorial, campus publications, etc.
2008 Documentation Framework
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?
Describe with purposes, staffing
2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?
b. Is there external funding dedicated to supporting institutional engagement with community?
c. Is there fundraising directed to community engagement?
Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.
Describe specific funding
Describe fundraising activities
3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?
b. If yes, does the institution use the data from those mechanisms?
c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?
d. If yes, indicate the focus of those mechanisms
Impact on students
Impact on faculty
Impact on community
Describe
Describe one key finding
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2008 Documentation Framework
Impact on institution
e. Does the institution use the data from the assessment mechanisms?
Describe one key finding
Describe
4. Is community engagement defined and planned for in the strategic plans of the institution?
Describe and quote
5. Does the institution provide professional development support for faculty and/or staff who engage with community?
Describe
6. Does community have a "voice" or role in institutional or departmental planning for community engagement?
Describe
Supplementary 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?
Describe
2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?
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?
Describe
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3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?
Examples
4. Is community engagement noted on student transcripts?

Describe
5. Is there a faculty governance committee with responsibilities for community engagement?
Describe
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II. Categories of Community Engagement

A. Curricular Engagement (5 universities)

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?
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 FTE faculty? _____
e. How many students participated in Service Learning courses in the most recent academic year? _____
What percentage of FTE students? _____
Describe requirements
2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement?
b. Are there departmental or disciplinary learning outcomes for students' curricular engagement?
c. Are those outcomes systematically assessed?
Provide specific learning outcome examples
Provide specific learning outcome examples
Describe
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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.
Core Courses Graduate Studies
First Year Sequence Capstone (Senior level project)
In the Majors 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.)?
Provide a minimum of five examples from different disciplines.
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B. Outreach and Partnerships (9 universities)
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
Describe with examples
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
Describe with examples
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 20 partnerships)
Partnership Name
Community Partner
Institutional Partner
Purpose
Length of Partnership
# of faculty
# of students
Grant funding
Institution Impact
Community Impact
…
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4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?
Describe the strategies
b. Are there mechanisms to systematically provide feedback and assessment to community partners?
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.)?
Provide a minimum of five examples from varied disciplines
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Both *Curricular engagement AND Outreach & Partnerships*
(62 institutions, including Chapel Hill & NC State)