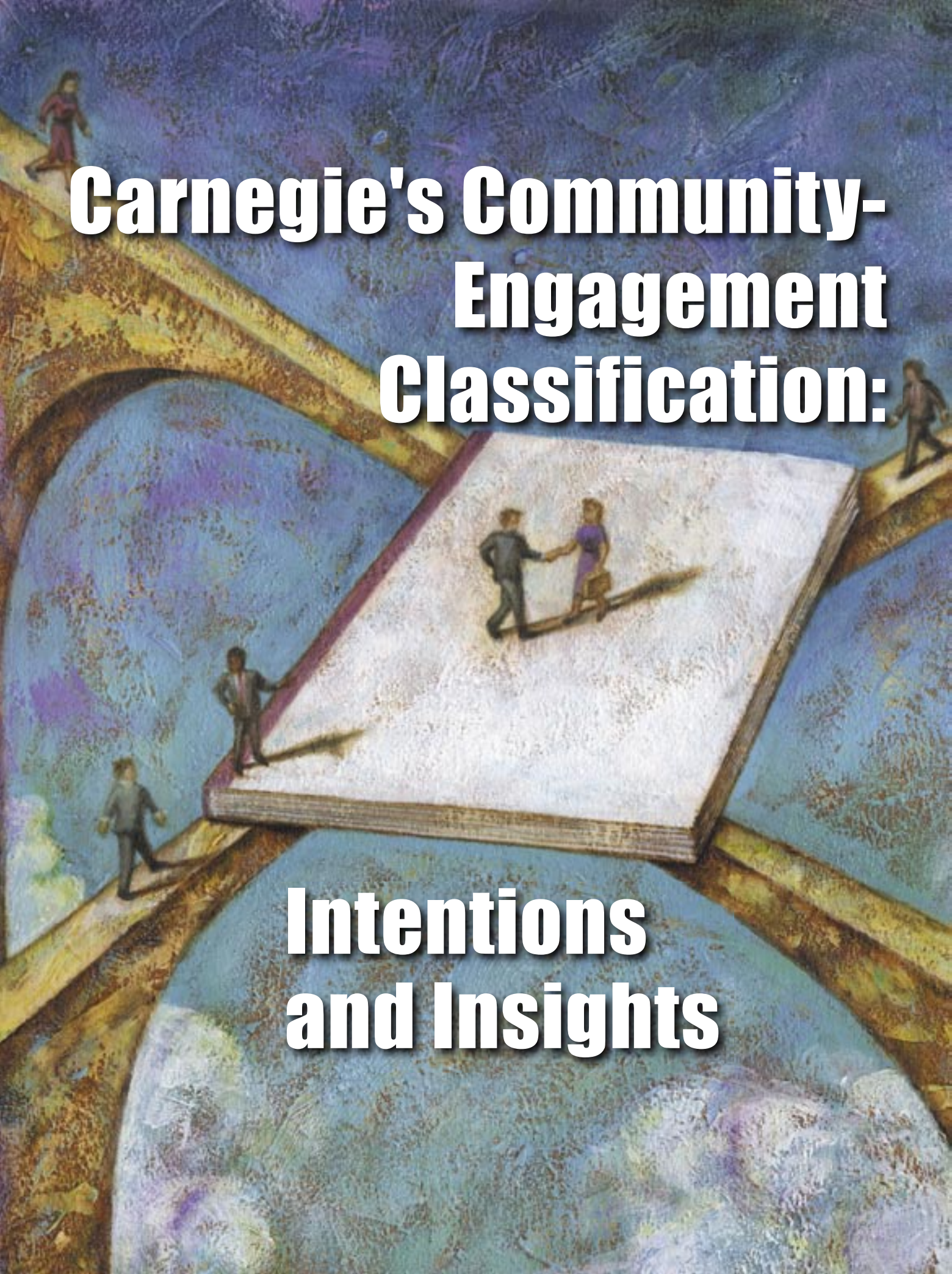

Carnegie's Community-Engagement Classification:

Intentions and Insights

BY AMY DRISCOLL

Despite our commitment to community engagement, we had not previously compiled information about the many types and examples of community engagement that occur here. The self-study tells us that we have much to celebrate. It also provides us with a tool for analyzing where we can further increase our efforts.

—A small private college in the Midwest

The Carnegie process is now informing university-wide strategic planning and is being turned into a set of recommendations. It has revitalized attention to the core urban mission of the institution and created widespread energy to deepen community engagement.

—A large urban university on the East coast

Over the last few years, the Carnegie Foundation for the Advancement of Teaching has engaged in a comprehensive re-examination of its traditional classification system. The redesign stemmed from a concern about the inadequacy of the classification for representing institutional similarities and differences and its insensitivity to the evolution of higher education. In December 2006, the foundation announced the inaugural selection of 76 U. S. colleges and universities to be newly classified as "institutions of community engagement," the first of a set of elective classifications intended to broaden the categorization of colleges and universities. Of those 76 institutions, most reported the kind of impact described in the opening quotations. The enthusiastic response to the new classification signaled the eagerness of institutions to have their community engagement acknowledged with a national and publicly recognized classification.

The Documentation Framework

Before the first formal classification began in 2006, extensive efforts were devoted to developing a framework that institutions could use to document engagement with their communities. That framework was designed to:

1) Respect the diversity of institutions and their approaches to community engagement;

2) Engage institutions in a process of inquiry, reflection, and self-assessment; and

3) Honor institutions' achievements while promoting the ongoing development of their programs.

The development of the framework for this new classification occurred in three phases. The first consisted of consultation with national leaders and a review of the current literature on community engagement. The second phase was a review of current practices in documenting such engagement, such as those by Campus Compact, the Council of Independent Colleges (CIC), the National Association of State Universities and Land-Grant Colleges (NASULGC), and individual institutions. The third phase of development was an ambitious and informative pilot study with 14 institutions that had been identified as significantly engaged with their communities. Representatives from those institutions reviewed and critiqued an initial framework, tested it on their campuses, and made significant contributions to the final design.

In order to respect the diversity of institutions and their approaches, the term "community engagement" was defined broadly as "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 documentation framework was also designed to accommodate institutional variations in philosophy, approaches, and contexts.

Documentation Process

Unlike Carnegie's other classifications, which rely on national data, its new, voluntary classifications such as community engagement are designed to work based on documentation provided by the institutions.

To engage colleges and universities in a substantive process of inquiry, reflection, and self-assessment, the framework has two major sections: *Foundational Indicators* and *Categories of Engagement*. Applicants were asked first to document a set of *Foundational Indicators* in two categories: "Institutional Identity and Culture" and "Institutional Commitment." These included both required and optional documentation. For example, one requirement of "Institutional Identity and Culture" was that "the institution indicates that community engagement is a priority in its mission" and provides relevant quotations from mission statements to demonstrate that priority, while the "Institutional Commitment" category required documentation regarding budget, infrastructure, strategic planning, and faculty-development efforts to support community engagement. Colleges and universities that were unable to meet the requirements of the first stage were encouraged to address these foundational indicators before seeking classification at a future date.

Amy Driscoll is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching, where she coordinates the new elective classification for community engagement. Previously director of community/university partnerships at Portland State University, her publications include Making Outreach Visible: A Guide to Documenting Professional Service and Outreach *(1999), with Ernest Lynton.*

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The second section of the documentation framework, *Categories of Engagement*, calls for data about, and examples and descriptions of, focused engagement activities in the categories of "Curricular Engagement" and "Outreach and Partnerships."

To demonstrate curricular engagement, institutions were asked to describe teaching, learning, and scholarly activities that engage faculty, students, and the community in mutually beneficial and respectful collaboration, address community-identified needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution.

To demonstrate outreach and partnerships, they were asked to describe two related approaches to community engagement: first, the provision of institutional resources for community use in ways that benefited both the campus and the community and second, collaborations and faculty scholarship that constituted a beneficial exchange, exploration, discovery, and application of knowledge, information, and resources.

The requirements of both sections, when met, describe an institution deeply engaged with its community. The composite profile of these colleges and universities represents the best practices that have been identified nationally. The framework enabled participating institutions to assess the presence or absence of such practices, identify and reflect on both the strengths of and the gaps in their approaches, and strengthen their programs. Thus Carnegie began to achieve its intention to honor achievements while promoting ongoing improvement.

The Applicants

In April 2006, 145 institutions responded to the opportunity to be classified. Of them, 107 were accepted for the inaugural pool. They varied in size, type, programmatic focus, and location, and yet the pool was also limited enough to ensure a thorough and reflective review process. By the September 2006 deadline, 89 institutions had submitted full documentation. Those institutions that did not complete applications reported either that the documentation framework was more extensive than they had anticipated or that their approaches to community engagement needed further development before they could meet the requirements.

Responses from both the institutions that completed the application and those that did not affirmed that the process was substantive and required extensive reflection and self-assessment. In many cases, they reported that new questions and unexpected challenges arose as the framework asked them to describe areas of engagement that they had not previously assessed or even tracked on an institutional level.

A pivotal question for many campuses was how to define engagement for their institution and its community. Indiana University-Purdue University, Indianapolis, replaced "community engagement" with "civic engagement" to better reflect the institutional philosophy. North Carolina State University introduced its documentation with a broader definition of community than the Carnegie one, since campus/community discussions had expanded the concept of community beyond geographic boundaries.

In other cases, new tracking and assessment systems and strategies were developed and put into practice. For example, Northern Kentucky University revised an existing annual survey to include elements of the classification framework, created an online version of the survey to strengthen an already strong response rate, and published the data in a well-disseminated institutional report.

Of the 76 colleges and universities that were finally recognized in the first classification, 44 are public institutions and 32 are private; 36 are classified (in Carnegie's "basic" classification) as doctorate-granting universities, 21 are master's colleges and universities, 13 are baccalaureate colleges, five are community colleges, and one has a specialized arts focus. Within and among those 76 institutions are varied approaches to engagement; diverse partnerships in terms of disciplinary focus, size, length of time, and purposes; and varying interpretations of community, both conceptually and geographically. Among them, five documented only a focus on curricular engagement, and nine focused their documentation on outreach and partnerships, while 62 institutions qualified for classification in both categories.

Insights from Institutions Newly Classified

One of the major strengths of the institutions that were classified as engaged with their communities was a compelling alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans—the foundational indicators of community engagement. For example, Portland State University's motto, "Let knowledge serve the city," was translated into budgetary priorities, an office of community/university partnerships, a consistent message from institutional leadership, and promotion and tenure guidelines that reward Boyer's "scholarship of application." Rhodes College's mission of "translating academic study and personal concern into effective leadership and action in their communities and the world" was enacted with a new student-orientation program ("Memphis Connection"), a common theme in its news releases, a set of strategic imperatives, and student awards and honors for leadership.

This kind of alignment is critical if a significant change in mission is to be sustained and should be the goal of institutions that are in the early phases of community engagement. Such alignment can also serve as the object of self-assessments as more-advanced institutions mark their progress and identify areas for improvement in their commitment to community engagement.

Strong documentation of curricular engagement began with carefully crafted definitions and processes for identifying and tracking activities such as service learning or community-based learning. Those definitions and processes were indicators of the kind of ongoing and substantive discussion that innovations demand if they are going to be successful and endure. Examples of faculty scholarship were further evidence of the institutionalization of community engagement and of its being embedded in faculty roles and rewards, rather than being an "add-on" to faculty responsibilities.

For example, the University of St. Thomas in Minneapolis-St. Paul began its documentation with an extended definition of service learning and described how the scholarship of engagement was integrated into undergraduate as well as doc-

toral research. The university listed more than 60 examples of faculty scholarship related to curricular engagement, including refereed journal publications, book chapters, conference presentations, grants, and videos.

Community engagement in the area of outreach and partnerships took multiple forms—cooperative education and extension coursework, learning centers, institutional resource-sharing (libraries, technology, and cultural offerings), student volunteerism, and professional-development centers. Institutions with strong and long-term partnerships presented compelling evidence that their operation entailed collaborative and multi-faceted relationships among faculty, staff, students, and community partners.

Partnerships are complex and require new understanding and skills. The University of Alaska's innovative approach to partnerships illustrates those challenges. The university approaches partnerships with a model of "generating knowledge and practice" in the community through a process of collaborative "identification of problems and issues, gathering background data, grappling with meaning, establishing action or methodology to proceed, reflecting and analyzing the outcomes, and disseminating the results." Faculty-community scholarship with collaborative authorship and a focus on community issues and practices then emerges out of this work.

Challenges

The areas in which institutions struggled to provide documentation offer as much insight as do their areas of strength. Those struggles occurred in two areas: assessing the community's need for and perceptions of the institution's engagement and developing substantive roles for the community in creating the institution's plans for that engagement. One successful institution, Chandler-Gilbert Community College, gathered data about community perceptions with a comprehensive approach that included a survey of community representatives, presidential meetings with community leaders, feedback from a community advisory council, a program-review process that probed community satisfaction, and databases that consistently recorded community/college activities and assessment information. The college reported that information from all these sources was used for planning and decision-making.

But most institutions could only describe in vague generalities how they had achieved genuine reciprocity with their communities. Again, community involvement requires new understanding, new skills, and even a different way of conceptualizing community. There are generally significant barriers left over from both internal and external perceptions of the campus as an "ivory tower," and those barriers must be addressed for authentic community partnerships to develop.

Another challenge for institutions was the assessment of community engagement in general and of the specific categories of engagement in particular. Strategies ranged from the simple recording and tracking of engagement activities to the assessment of student learning, community benefits, and other outcomes. But only six institutions could be specific about institution-wide student-learning outcomes resulting from community engagement. One such institution, California State University, Monterey Bay, has a well-crafted set of learning outcomes related to community engagement that all students meet as part of their general-education requirements, as well as related civic-learning outcomes in each of the major programs of study.

A small minority of institutions maintain systems of institutional assessment, but most institutions rely on data from individual faculty projects, from course assessments, and occasionally from departmental reviews to evaluate their community-engagement approaches. Assessment in general has made less-than-satisfactory progress at most institutions, so it is not surprising that this indicator would be particularly challenging. But it is essential to conduct effective assessment to show that the extensive resources and time commitments required by community engagement are directed effectively, as well as to improve those engagement efforts.

A final challenge is the lack of significant support for faculty who are engaged in this work. Although all institutions reported some faculty-development support in the form of workshops, seminars, conference travel, and mini-grants, few documented that community engagement was a priority in their faculty recruitment and hiring practices. There were, however, exceptions: Rutgers University-Newark, for example, emphasizes professional work in its urban context—teaching and research focused on urban issues—in recruitment materials.

Even fewer institutions described changes in the recognition and reward system for promotion and tenure. Exceptions included Kent State University, with Boyer's scholarship of application recognized explicitly in its promotion and tenure guidelines, and Virginia Polytechnic Institute and State University's community-related scholarship examples, which include "outreach publications, presentations to community groups, and consulting."

In contrast, most institutions continue to place community engagement and its scholarship in the traditional category of service and require other forms of scholarship for promotion and tenure. Changes in long-standing traditions are not easily achieved, and the data from the newly classified institutions nudge us to accelerate efforts to this end.

All these areas of challenge offer insights to 2008 applicants for the new classification. They spotlight the work yet to be accomplished and call for increased attention to strategies for change.

Conclusion

The new elective classification for institutions that are engaged with their communities is an exciting move in Carnegie's extension and refinement of its classification of colleges and universities. The classification framework for community engagement has achieved its intention: to respect the diversity of institutional contexts and approaches to engagement, to encourage a reflective inquiry and self-assessment process that is practical and provides useful data, and to affirm good work while urging even better. The documentation process motivated institutions—even those with strong and deep commitments to community engagement—to develop and institutionalize their tracking and assessment systems and to engage with their communities in authentic reciprocal relationships. The national recognition accompanying the new classification thus has enhanced both the prominence and promise of community engagement in higher education.

THE CARNEGIE FOUNDATION
for the ADVANCEMENT *of* TEACHING

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

2015 Documentation Reporting Form:
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 Documentation Reporting Form. (**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 your contact information (for Carnegie Foundation use only):

- Name (of individual submitting the application)
- Title
- Telephone
- Email address
- Mailing address
- City
- State
- Zip Code
- Institution
- Institution President/Chancellor
- President/Chancellor's Mailing 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 (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

   ☐ No ☐ Yes

   Quote the mission (vision):

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

   ☐ No ☐ Yes

   Describe with examples:

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:

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:

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:

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

☐ No ☐ Yes

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?

☐ No ☐ Yes

Describe with purposes, staffing:

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 there internal budgetary allocations dedicated to supporting institutional engagement with community?

☐ No ☐ Yes

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

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 there external funding dedicated to supporting institutional engagement with community?

☐ No ☐ Yes

Describe specific funding:

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 that are dedicated to community engagement infrastructure and/or program activities.

2.c. Is there fundraising directed to community engagement?

☐ No ☐ Yes

Describe fundraising activities:

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 funding:

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:

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:

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 those mechanisms and describe one key finding for Impact on Students:

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 those mechanisms and on key finding for Impact on Faculty:

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 those mechanisms and one key finding for Impact on Community:

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 those mechanisms on and one key finding for Impact on the Institution:

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:

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

Describe and quote:

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

☐ No ☐ Yes

Describe:

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

☐ No ☐ Yes

Describe:

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 their voice and influence on 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:

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

"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.

If yes:

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

☐ No ☐ Yes

Please describe and provide text from faculty handbook (or similar policy document):

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

☐ No ☐ Yes

Please describe and provide text from faculty handbook (or similar policy document):

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

☐ No ☐ Yes

Please describe and provide text from faculty handbook (or similar policy document):

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 provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below:

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

Describe the process and its current status:

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.

Supplemental Documentation

(Complete all of the following)

1. Is community engagement noted on student transcripts?
☐ No ☐ Yes

Describe:

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?
☐ No ☐ Yes

Please provide examples:

3. Is community engagement connected to efforts aimed at student retention and success?
☐ No ☐ Yes

Please provide examples:

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.

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

☐ No ☐ Yes

Describe requirements:

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? _____

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

What percentage of total departments? _____

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

What percentage of faculty? _____

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

What percentage of students? _____

1.f. Provide a description of how the data provided in 1. b-e above is gathered and used (how is it compiled, who gathers it, how often, how is it used, etc.).

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

☐ No ☐ Yes

Please provide specific learning outcome examples:

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 these learning outcomes systematically assessed?

☐ No ☐ Yes

Describe the assessment strategy and mechanism:

2.c. If yes, how is the assessment data used?

Describe:

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

☐ No ☐ Yes

Provide specific learning outcome examples:

3.b. Are those outcomes systematically assessed?

☐ No ☐ Yes

Describe:

3.c. If yes, how is the assessment data used?

Describe:

4.a. Is community engagement integrated into the following curricular (for credit) activities?

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

Describe with examples of each category checked:

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures?

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

Describe with examples for each category checked:

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 from different disciplines:

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.

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 of each category checked:

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 of each category checked:

Questions 1 and 2 focus on outreach activities. Now we turn to questions about Partnerships.

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=10 partnerships). Use the attached Excel file to provide descriptions of each partnership.

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

☐ No ☐ Yes

Describe the strategies:

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 has been used to improve reciprocity and mutual benefit:

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 from varied disciplines:

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).

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.

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

SARBANES CENTER
FOR PUBLIC AND COMMUNITY SERVICE

Learning through experience.
Meeting community needs.

FY 2012 Annual Report

50 INSPIRING YEARS

Anne Arundel Community College

WELCOME

Greetings,

I am pleased to share with you the FY2012 Annual Report for the Sarbanes Center for Public and Community Service at Anne Arundel Community College. This annual report showcases the activities and accomplishments that support and enhance learning through engaged, community-based strategies to improve student learning while meeting identified community needs. Activities and projects were designed and facilitated by the programs within the Sarbanes Center to align and support the college's strategic priorities of access, success, and resource development. I encourage and welcome you to join us in the year ahead – become engaged and get inspired!

Cathleen H. Doyle

Cathleen H. Doyle
Director, Sarbanes Center for Public and Community Service

MISSION

The Sarbanes Center provides leadership and support for engaged learning activities. Fostering creative and effective collaboration between the college and the community, the Sarbanes Center designs, develops and delivers mutually beneficial activities and programs to enhance students' learning and meet community needs.

SARBANES CENTER ORGANIZATIONS

- Center for Learning through Service
- Center for the Study of Local Issues (CSLI)
- Institute for the Future (IF@AACC)
- Internships
- Travel Study and Global Engagement

ENHANCING ACCESS FOR UNDERSERVED POPULATIONS

- Converted student face-to-face internship orientation workshops to an online format
- Conducted 105 outreach activities including workshops, classroom presentations, information tables and orientations to promote internship opportunities
- Integrated the Idea Incubator, a project of the Institute for the Future (IF@AACC) that engages students in creative problem solving for local nonprofit organizations, into the curriculum of two Futures courses to enhance and broaden student participation
- Expanded out-of-county service-learning partnerships to increase opportunities for students, particularly in the health professions area

CONTRIBUTING TO STUDENT SUCCESS HIGHLIGHTS

- Engaged students in social science research through the Center for the Study of Local Issues (CSLI) by surveying 927 county citizens on local, regional and national issues

- Engaged almost 100 students in the AACC Conversation Partner Program, resulting in an increase in intercultural communication skills and understanding of different cultures among participants. ESL students also enhanced their connection to other college students and activities, potentially leading to increased engagement with the college and higher retention rates for this population of students.

- Engaged 102 service-learning students and six faculty members in the seventh annual Global Giving Market. Students in marketing, accounting, transportation and logistics and small business courses managed the organization, promotion and inventory control of the fair trade and alternative gift market, resulting in sales of $5,297 and donations of $515.

- Engaged 14 students in internships with the General Assembly – the only community college to send students to Annapolis this legislative session and the second highest placement of all Maryland higher education institutions after the University of Maryland, College Park

- Increased and enhanced global perspectives with 32 travel-study participants.

- Honored on the President's Higher Education Community Service Honor Roll for the sixth year in a row

- Initiated Partner of the Year project to enrich student engaged learning experiences, increase collaboration among Sarbanes Center programs and increase impact to the community.

MAXIMIZING INTERNAL AND EXTERNAL RESOURCES THROUGH INNOVATION AND REINVENTION TO ENSURE INSTITUTIONAL SUSTAINABILITY

- Participated in a consortium with CSLI, George Mason University and the Naval Academy to conduct a county-wide survey on residents' perceptions of sea level rise and the evaluation of alternative public policy options
- Broadened outreach and enhanced communications among students, faculty and community partners by incorporating new social media strategies
- Implemented strategies and enhanced support for a sustainable travel-study program

- Conducted a survey with each of the four advisory boards (CSLI, IF@AACC, Internships and Service-Learning) to assess program and board effectiveness

SARBANES CENTER STUDENT ENGAGEMENT STATISTICS

CSLI: 125 students

- 3 interns
- 12 club members
- 3 student advisory board members

Institute for the Future: 203 students

- 5 club members
- 6 Brown Bag sessions
- 3 Idea Incubator sessions for community partners
- 1 student advisory board member

Internships: 275 students

- 16 disciplines
- $927,604 value to the community
- 10 students received employment offers
- 2 student advisory board members
- 573 employers

Service-Learning: 869 students

- 35 disciplines
- $285,155 value to the community
- 84 faculty

Travel Study: 32 students

- 2 disciplines

Grand total of AACC Students Engaged for Civic and Global Learning — 1,504

SUPPORT THE SARBANES CENTER

To support student engaged learning opportunities, call the AACC Foundation Inc. at **410-777-2515** or send an email to **foundation@aacc.edu** for information.

Sarbanes Center for Public and Community Service
Cathleen H. Doyle, director

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Notice of Nondiscrimination: AACC is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance to request most accommodations. Requests for sign language interpreters, alternative format books or assistive technology require 30-day notice. For information on AACC's compliance and complaints concerning discrimination or harassment, contact Karen L. Cook, Esq., federal compliance officer, at 410-777-7370 or Maryland Relay 711.