

## Building the Engaged Campus A Campus Planning Guide



North Carolina | Campus Compact

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. (Carnegie Classification for Community Engagement)

For campuses committed to engaging with their communities, several frameworks can be useful. Barbara Holland's *Levels of Commitment to Community Engagement* provides a vision of the engaged campus in which engagement is fully integrated as strategy to accomplish the campus mission and goals. The elective Carnegie Community Engagement Classification documentation framework can be used to help institutions identify specific strengths and areas for quality improvement as an engaged campus as you review your institutions's community engagement commitments and activities. The President's Higher Education Community Service Honor Roll recognizes higher education institutions that reflect the values of exemplary, impactful community service. Applying can be a useful learning process as campuses identify their work. If engagement is included as part of the campus mission, The Southern Association of Colleges and Schools Commission on Colleges (SACS) requires evidence of integration, accomplishment and improvement. Campuses will want to provide evidence of their community engagement when addressing two SACS accreditation standards:

**3.3 Institutional Effectiveness:** 3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1: educational programs, to include student learning outcomes

3.3.1.5: Community/public service within its mission, if appropriate

**3.4 All Educational Programs:** 3.4.2: The institution's continuing education, outreach and service programs are consistent with the institution's mission.

This tool merges categories from the Holland matrix, the application for the Carnegie Community Engagement Classification, and relevant SACS standard, as well as similar sections from the President's Community Service Honor Roll, to provide a planning tool your campus can use to set yearly goals and determine progress towards full integration of community engagement.

1. Gather or create your Council on Civic Engagement. Involve those who are committed to full integration of community engagement, ensuring broad representation from across campus (e.g., administrators, faculty, staff, community partner).

2. Ask each person to review the planning guide, identifying the general categories they think could be campus goals. They may also find it helpful to review the details of the Carnegie Documentation framework, the Holland matrix, and the President's Honor Roll -- links/copies can be found at [www.nccampuscompact.org](http://www.nccampuscompact.org).
3. Meet. Together acknowledge the areas that are strengths. Know how you are documenting or can document the strengths. If a strength is identified but it can not be documented, set the goal of documenting.
4. Review. Celebrate the accomplishments to date.
5. Set three concrete goals for growth. Determine the objectives and actions that can help accomplish those goals, as well as the strategy or process by which you will create evidence of accomplishment and/or impact.
6. Revisit the planning guide at least yearly to determine the next goals, objectives and actions that will strengthen your institution's commitment to being an engaged campus.
7. Track your Council's work in planning, monitoring and measuring. Integrate that work into your SACS reports, Carnegie application, or any other processes that require demonstration of your campus' work to build community engagement.

The letter behind each descriptor indicates if it is described on the Holland matrix (H), the Carnegie Community Engagement classification application (C), the President's Community Service Honor Roll application (P) or SACS standards (S). For more information on a descriptor, you can visit those documents.

The term service-learning (s-l) denotes academically-based community engaged courses. Other terms include community-based learning, academic service learning, or public service courses.

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<b>Institutional Identity and Culture (C) Mission, Leadership, and External Communications (H)</b>	<b>Can document now</b>	<b>What is missing</b>	<b>Priority for the year? (1-4)</b>	<b>Person responsible</b>	<b>Who will help</b>	<b>Others with useful expertise</b>	<b>External help needed</b>	<b>What we need to learn</b>
Engagement is a central and defining characteristic of our institution (C,H)								
Community engagement is indicated as a priority in the campus mission statement (C,P)								
Community engagement is defined and planned for in our strategic plan (C)								
We have a sustained engagement agenda with clear goals, and anticipated outcomes and impact (H)								
Executive leadership explicitly promotes community engagement as a priority (C,H)								
We have a mechanism for systematic assessment of community perceptions of the institution's engagement with community (C)								
We aggregate and use all assessment data related to community engagement within our mission (C,S)								
We formally recognize community engagement through campuswide awards and celebrations (C)								
Community engagement is emphasized in marketing strategies and external communications (C,H,P)								

Institutional commitment (C,P) Organization structure and funding and Fundraising (H)	Can document now	What is missing	Priority for the year? (1-4)	Person responsible	Who will help	Others with useful expertise	External help needed	What we need to learn
We have a campuswide coordinating infrastructure (center, office) to support and advance partnerships and widespread faculty/student participation (C,H)								
Many offices/departments (e.g., marketing) can point to their role in engagement efforts (H)								
There is ongoing internal financial support for (C,H,P):								
Necessary infrastructure, office, staff								
Specific short-term projects								
Sustained engagement initiatives								
Internal incentive grants								
Partnerships								
Faculty fellow award								
Service-learning teaching assistants								
Student scholarships/support for service								
We have (had) joint grants/gifts with the community (H)								
The institution invests its financial resources in the community for purposes of community engagement and development (C,P)								
Community engagement is integral to campus fundraising goals (C,H)								

<b>Community involvement (H) Outreach and Partnerships (C)</b>	<b>Can document now</b>	<b>What is missing</b>	<b>Priority for the year? (1-4)</b>	<b>Person responsible</b>	<b>Who will help</b>	<b>Others with useful expertise</b>	<b>External help needed</b>	<b>What we need to learn</b>
There is a systematic process that brings campus and community together to assess and identify local issues and priorities (C)								
The community is involved in defining, conducting and evaluating community-based research and teaching (H)								
Partnerships are regularly assessed to strengthen community influence and involvement (C)								
The campus sets its community engagement goals utilizing input and feedback from the community (C)								
There are mechanisms by which partners and institution provide feedback on, assess and discuss reciprocity and mutual benefit (C)								
The campus identifies and tracks all partnerships (C)								
The campus can describe significant, sustained partnerships (H)								

Carnegie quantitative measures regarding specific actions	Can document now	What is missing	Priority for the year? (1-4)	Person responsible	Who will help	Others with useful expertise	External help needed	What we need to learn
There is systematic campus-wide tracking and documentation that records engagement with the community (C)								
Tracking includes: (C)								
# of designated service-learning courses								
# of departments offering s-l courses								
# of faculty who taught s-l courses								
# of students in s-l courses (P)								
# of community-based research courses								
We can also identify: (P)								
# of students in curricular projects								
# of students in extra-curricular projects								
total # of students who served (unduplicated)								
# of student hours served								
# of students who served at least 20 hours per term								
# of faculty/staff hours served in curricular projects								
# of faculty/staff hours served in extra-curricular projects								
estimate of # of people served								
Community engagement is noted on student transcripts (C)								
Community engagement is noted on a student co-curricular transcript								
We have a process for designating service-learning courses (C)								

We also monitor and measure the following: (C)								
The institution uses the data tracked in short and long term planning and decisions (C)								
There are systematic campus-wide mechanisms to measure the impact of institutional engagement: (C)								
Impact on students								
Impact on faculty								
Impact on community								
Impact on the institution								
The institution uses the data in short and long term planning and decisions (C)								
The following tools used on our campus provide evidence about our community engagement (the following are examples, not recommendations):								
NSSE								
NASCE								
UNC System Engagement Metrics								
CLDE Civic Institutional Matrix								
Bonner Strategic Vision Roadmap								
AAC&U Values Rubrics								
President's Honor Roll								
Other:								

<b>Curricular engagement (C) Student Involvement and Curriculum, and Faculty Involvement (H)</b>	<b>Can document now</b>	<b>What is missing</b>	<b>Priority for the year? (1- 4)</b>	<b>Person responsible</b>	<b>Who will help</b>	<b>Others with useful expertise</b>	<b>External help needed</b>	<b>What we need to learn</b>
The institution has a definition, standard components, and a process for identifying service learning courses (C,P)								
There are campus-wide learning outcomes for students' curricular engagement with community (C,H)								
Campus-wide learning outcomes for students' curricular engagement are systematically assessed (C,P)								
Each department or discipline has learning outcomes for students' curricular engagement with community (C,H,S)								
Department learning outcomes for students' curricular engagement are systematically assessed (C)								
Community engagement has been integrated with curriculum on an institution-wide level in these structures: (C)								
Study abroad								
Internships/co-ops								
Student leadership								
Student research								
Graduate Studies								
Core Courses								
Capstone (Senior level project)								
First Year Sequence								
Majors								
Minors								
General education								
Online learning								
Faculty associate their scholarship with their curricular engagement (research studies, conference presentations, publications) (C)								

We can identify faculty/staff who have sufficient expertise in community-engaged pedagogies:								
Service-learning								
Community-based research								
Philanthropy								
Social entrepreneurship								
Social justice								
There is sufficient faculty expertise in community-engaged pedagogies in each college/discipline:								
Education								
Human Services								
Humanities								
General Studies								
Business								
Other key programs								
Interdisciplinary work is encouraged and supported (H)								
We provide professional development support for faculty and/or staff who engage with community (C,P)								

Promotion, tenure, hiring (H)	Can document now	What is missing	Priority for the year? (1-4)	Person responsible	Who will help	Others with useful expertise	External help needed	What we need to learn
Search/recruitment policies/practices encourage hiring of faculty with expertise/commitment to engagement (C)								
Institutional policies for promotion and/or tenure reward faculty scholarship that uses community-engaged approaches (C,H)								
Community engagement is rewarded as one form of: (C)								
Teaching and learning								
Scholarship								
Service								
There are college/school and/or department policies for promotion/tenure that reward faculty scholarship using community-engaged approaches (C,P)								
Total # of colleges/schools/depts. With promotion/tenure policies (C)								
Three colleges/departments that provide examples of policies (C)								

<b>Other characteristics of campus community engagement (C)</b>	<b>Can document now</b>	<b>What is missing</b>	<b>Priority for the year? (1-4)</b>	<b>Person responsible</b>	<b>Who will help</b>	<b>Others with useful expertise</b>	<b>External help needed</b>	<b>What we need to learn</b>
We have additional significant evidence of community engagement not yet described (C)								
Community engagement is connected with diversity and inclusion work (C)								
Community engagement is connected to efforts aimed at retention and success (C)								
Career services helps students integrate engagement learnings into résumés								

Community outreach	Can document now	What is missing	Priority for the year? (1-4)	Person responsible	Who will help	Others with useful expertise	External help needed	What we need to learn
The following outreach programs have been developed for the community:								
Extension programs								
Learning centers								
Tutoring								
Non-credit courses								
Training programs								
Professional development centers								
Evaluation support								
Other programs:								
These 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								
There are examples of faculty scholarship associated with their outreach activities (technical reports, curriculum, policy reports) (C)								