Departmental Portion of Carnegie Foundation Survey

1. Are there systemic college-wide/departmental assessment mechanisms to measure the impact of institutional engagement?

1a. If yes, indicate the focus of these systematic campus-wide/departmental assessment mechanisms and describe one key finding for **Impact of Students**. For this, and the next three questions, the application notes: 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.

1b. If yes, indicate the focus of these systematic campus-wide/departmental assessment mechanisms and describe one key finding for **Impact on Faculty**.

1c. If yes, indicate the focus of these systematic campus-wide/departmental assessment mechanisms and describe one key finding for **Impact on Community**.

1d. If yes, indicate the focus of these systematic campus-wide/departmental assessment mechanisms and describe one key finding for **Impact on College**.

2. Does the community have a “voice” or role for input into collegiate or departmental planning for community engagement? If so, describe how the community’s voice is integrated into institutional or departmental planning for community engagement.

3. Are there **departmental level policies** for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If so, describe or quote. We could also use a series of good examples of successful promotion or tenure cases that relied on engaged work (no names, just the general case).

3a. Is community engagement rewarded as one form of **teaching and learning**? If so, please cite text from faculty handbook (or similar policy document).

3b. Is community engagement regarded as one form of **scholarship**? If so, please cite text from faculty handbook (or similar policy document).

4. Is community engagement regarded as one form of **service**? If so, please cite text from faculty handbook (or similar policy document).

5. Are there department level policies for promotion (and tenure) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Please cite examples of department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods.
6. 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? If yes, describe the current work in progress (word limit: 500).

7. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community? Provide specific examples of departmental or disciplinary learning outcomes for students’ curricular engagement with community.

7b. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community systematic assessment of departmental or disciplinary learning outcomes for students’ curricular engagement with community.

7c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students’ curricular engagement with community are used.

8. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

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

For each category checked above, provide examples.

*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.*

9. Indicate which outreach programs are developed for community. Please select all that apply:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (please specify)

For each category checked above, provide examples
10. Which institutional resources are provided as outreach to the community? Please select all that apply:

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

For each category checked above, provide examples

11. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year.

12. Does the department promote attention to the mutuality and reciprocity of the partnerships? Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships. The application instructions add here: The purpose of this question is to determine if the department is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific 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.

13. 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? If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit.

14. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?