Activity: What is your Why?
Provide university wide assessment, reporting, and policy development recommendations to fulfill the commitments of a Land-grant and Carnegie Community Engaged Institution, which model best practices in community engagement and use this delegation in university marketing efforts.

UNLV is a public institution. We have an ethical and moral responsibility to ensure our resources are leveraged for the public good. CCCE provides an unbiased assessment of how we are doing in meeting our obligation.

ways to lobby for more resources

To help tell our institution's story effectively and recognize the work of our students, faculty and staff and our community partners...and the ways we impact our communities

External validation - increase support for those units and people and partners who are working on community engagement.

To recognize all of the great work UC San Diego has been doing and help increase capacity to do more.

Advance our work/tell our story/keep our promises
Group A: First Time Institutions A-P

- To align with Middle States Accreditation
- To gain a better understanding of what we’re already doing in terms of community engagement and how we can improve it.

- Our mission statement and to align with our new strategic plan for our university. We have recently added community engagement as a department to our university, and we want to see that continue and grow into a movement on.

- Create a deep and sustained culture of institutional commitment to community engagement that supports our partnering communities at all levels - local to global.

What is your why?

- Importance of practicing mindfulness and humility as we engage with others as a driving factor in defining engagement across our institution in partnership with community.

- It’s consistent with our institutional mission

- To better educate the entire community about the culture of community engagement

- Our community... but we have not been good at tracking, measuring, or sharing these efforts and Carnegie will help both with recognizing what we do, and pushing us to be better at coordinating and assessing what we do by nature. It

- It will differentiate us from other similar schools that are less engaged with community organizations and support. It will get us public recognition for the work that we are already doing.
Group B: First Time Institutions Q-Z.

What is your why?

- We are highly engaged with our community -- would like to let people know and put more structure to it.
- Identifying work and organizing it moving forward based upon the review provided by the classification.
- 2025 Strategic Plan goal for the State University System of Florida.

- We have always been doing the work. Would be nice to get some recognition for it.
- Establish institutional consistency - Ensure we're telling our story - Demonstrate sustainable commitment to our community

- Using the process to increase institutional support for the work for the benefit of our students and communities.
- Try to give faculty engaged in the heavy-lift of community engaged learning a platform and call attention to the need for consideration in tenure and advancement.

- Go through the process to strengthen CE work on campus - but definitely also to obtain the classification.
- This is part of our strategic plan for the coming years - 1) to better organize and communicate our contributions to the region and 2) to raise our national visibility in the area of community engagement.

- We are a land grant and can use this to institutionalize this work, including the reward of this work and to be deliberate with our partners.
- Create formal pathways to recognize community wisdom from our partners, and fiscal pathways to offer support for that community wisdom.
Group C: Reclassifications Institutions A-P.

What is your why?

ULVs why is to be a national model of community engagement.

Highlight Engagement as a pillar of excellence at Purdue

opportunity/prompt for much needed assessment/evaluation/understanding of what's happening where

to recommit ourselves and hold ourselves accountable as an institution

See how we can grow community engagement

Carnegie helps us hold ourselves accountable to our mission and helps us highlight our commitment to community and the region

Re-engage our campus community to our Civic & Community Engagement core value.

Helps us reflect on successes and opportunities!

Mission alignment and the opportunity to improve our processes and opportunities through the proposal process.
Breakout:
What evidence might you need and where might it be found?
Group A: First Time Institutions A-P
What evidence might you need and where might it be found?

Community, student, staff and admin testimonials

Meeting agendas and minutes to document joint decision-making and communal responsibilities. Annual reports of programs. Sample program evaluations (both process and content).

How we collaboratively build partnerships with partners (surveys, focus groups, their input into the process, etc.) Gathering feedback from community partners who work with our CBL/CEL courses.

Faculty annual reporting

Need evidence or our service-learning courses, college ministry service team, athletic teams' service in the community, faculty and staff presence on advisory boards, etc. Much of the data is in each office/department's records but it is not.

Prison Program, evidence of how we have embedded community engagement into our organization (i.e. faculty incentives, curriculum, rewards); creating a database with consistent structure and criteria to collect.

Community Partner Surveys

Happening around campus, are they based in reciprocity, and how are they being assessed? How is that information shared back to partners? We're going to find that in academic departments, centers and institutes.
Group B: First Time Institutions Q-Z
What evidence might you need and where might it be found?

- Survey of department activities; faculty annual reviews; grant reports; Department T&P documents; basically a survey of many things (UWYO)
- Service-learning classes recording not only at a macro level but also the explanation of the fidelity of the collection process
- Impact assessment/estimation and quality control/process measures (e.g., are students learning? and are they learning what we hope they are learning?)
- Asset mapping
- Assessment data (impact on students, faculty, community partner)

- faculty course syllabai
- Grant activity
- Thinking about how to use our annual reporting for faculty as a place to start. To find what individual faculty are doing by college.
- annual reports from centers and institutes
- Do an audit of CEL courses; work with those faculty to collect info on community partners; qual research to determine relationship formation and impact

- benchmark information -
- Community engagement courses, (Banner); faculty led community-based projects (Maestro); extra curricular project (JagSync), service (Give Pulse); A&M-SA
- actual support for faculty - compensation, recognition, tenure, inspiration, trans-disciplinary collaboration option
- Need to find all the decentralized budgetary allocations for community engagement
Group C: Re-Classification Institutions A-P
What evidence might you need and where might it be found?

- Quantifiable community engagement activities; emphasize outcomes
- Community engaged faculty
- Stories of community engaged work in the classroom

- Community Partner feedback
- Partner perceptions of working with the university

- Define essential community partnerships and outcomes

- Office of Institutional Analysis - collects evidence and #s for other various rankings, classifications applications
- Office of Inclusive Excellence/Diversity and Inclusion

- Faculty Senate
- A database that captures all community work that happens with-in the SL Office and student groups and orgs.

- Evidence of honoring the agreement between the Institution and the Community

- Greek Life
- Government Affairs team

- Athletics

- Provost's Office
- Office of Research/Sponsored Projects

President's Office for the letter of support! :)
Marketing teams who gather information for leads/stories and/or media
Breakout:
Who should be included on your classification team?
Group A: First Time Institutions A-P
Who should be included on your classification team?

- Center for Equity and Student Achievement, our Classroom to Career Hub, and a couple others, including a student (most of these will be paid a stipend). This is just for the summer. We also have a larger, campus-wide Civic and Community.

- Student government leaders
- Community members
- DEI staff
- Board member?

Office of Institutional Assessment, research division, academic department chairs, PROVOST, University Foundation, community partners

College Ministry - Student activities office - member of the president’s cabinet - board member - athletic team coach - A city commissioner - Community partner - Center for Service-Learning

Representatives from Sr. Leadership, Institutional Research, Provost’s Office, Student Development, Student Activities, University Ministries outreach, Athletic Department representative

Faculty who engage in community-engaged research and teaching
Group B: First Time Institutions Q-Z
Who should be included on your classification team?

- Offices of Data collection and Decision Support
- Institutional Research
- Directors of Community Engagement across the institution
- Faculty teaching service learning / CE classes
- How do people think about compensation for joining these teams? (esp. for Community partners, students, people not working 12 months of the year)

- Community partners
  - Enrollment Services, Vice Provost for Undergraduate Education, IR, Student Affairs, Extension, City, County, non-profit leaders, career center, faculty from Committee on Educational Policy (UCR)
  - Colleges, Institutional Communications and Marketing, Alumni Relations; enrollment; research office; AES/Extension; Representative Centers; Faculty Center; Foundation; key initiatives; key community partners, etc.; ODEP, Student
  - Community partners who are already collecting data in local context (local foundation(s))

- Students
- Alumni
- Faculty Senate

- People with bandwidth and capacity to do the work
- Extension Office
  - Assessment coordinator from academic affairs
- Student Affairs Personnel
Group C: Re-Classification Institutions A-P
Who should be included on your classification team?

Newman Civic Scholars
- Faculty Senate President; Community Engagement Director; Community Partners; Provost’s designee; those who lead the annual assessment activities; someone from the Strategic Plan Committee; IR director

unit leaders who want some recognition or want to be the piece of evidence

New deans/school directors looking to make a mark
- long-time community partners
- the person from university media who covers the “community engagement beat”

Assessment, faculty development, IR, and student affairs
- university influencers

Key community-engaged scholars

community Partners, Student Affairs (student engagement) IR, SL/Community and Civic, Faculty that teach our SL Courses

Det, civic engagement, marketing, student affairs, community partners, local foundations, a rep from Faculty Senate and our University Council, Provost of Staff, early adoption faculty, dept. chairs, and will be searching

Assistants to the president/chancellor/provosts

provost and president (for awareness at least)
Group D: Re-Classification Institutions Q-Z
Who should be included on your classification team?

Stetson U team (so far): Director of Comm Eng; Student Success Data Analyst from IR; Chair of our Provost's Faculty CEL Cmte (also oversees our CE Certificate); Law campus Assoc Dir

Civic & Comm Eng Office/Team; Associate Provost; IR Office; SL faculty; Regional Campuses; Community partners; Stu affairs; Office of Religious & Spiritual Life; Registrar's Office; Alumni office

Provost appointee to make sure there is a strong feedback loop

Civic engagement
Service-Learning Office, Faculty Senate Council on Engagement and Outreach, Disciplinary engaged research center directors/staff, Office of Diversity and Equity, selected community partners, selected students

Provost, IR, Registrar, Key community partners, faculty, vp student affairs, director of Center for Civic Engagement has chaired last 2x

Our task force is receiving an invitation from our president

Coordinator of the Community engagement program, admin representation, service learning staff

Adult learners program/team; Online school

at least one student and one community partner

CE staff, faculty champions, someone in upper admin, a good organizer of data

CE for CE is leading the process; team includes associate deans, athletics, student life, IR, depts with heavy CE courses, emty partner, student leader, core curriculum (CE is part of our Core), registrar

Institutional Effectiveness and Assessment, Representatives from Academic Affairs Accreditation office, Student Involvement and Inclusion, Service-Learning and High Impact Practices, Civic Engagement, and Public Service

and High Impact Practices, Civic Engagement, and Public Service and Outreach for our team so far.

reps from all colleges if data are decentralized