

## ASSESSMENT RUBRIC FOR INSTITUTIONALIZING COMMUNITY ENGAGEMENT IN HIGHER EDUCATION

### **DIMENSION I: PHILOSOPHY AND MISSION OF COMMUNITY ENGAGEMENT**

A primary component of community engagement institutionalization is the development of a institution wide definition for community engagement that provides meaning, focus, and emphasis for the engagement effort. How narrowly or broadly community engagement is defined at the institution will affect which constituents participate/do not participate, which units will provide financial resources and other support, and the degree to which community engagement will become an integral part of the institution's work.

***DIRECTIONS:** For each of the four categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of the development of a definition, philosophy, and mission of community engagement at the institution.*

	<i><b>Critical Mass Building</b></i>	<i><b>Quality Building</b></i>	<i><b>Sustained Institutionalization</b></i>
<b>DEFINITION OF COMMUNITY ENGAGEMENT</b>  <i>(circle one)</i>	There is no institution-wide definition for community engagement. The term "community engagement" is used inconsistently to describe a variety of service and outreach activities.  <b>1            2            3</b>	There is an operationalized definition for community engagement at the institution, but there is some variance and inconsistency in the application of the term.  <b>4            5            6</b>	The institution has a formal, universally accepted definition for high quality community engagement that is used consistently to operationalize many or most aspects of community engagement.  <b>7            8            9</b>
<b>STRATEGIC PLANNING</b>  <i>(circle one)</i>	The institution does not have an official strategic plan for advancing community engagement.  <b>1            2            3</b>	Although certain short-range and long-range goals for community engagement have been defined for the institution, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.  <b>4            5            6</b>	The institution has developed an official strategic plan for advancing community engagement at the institution, which includes viable short-range and long-range institutionalization goals.  <b>7            8            9</b>
<b>ALIGNMENT WITH INSTITUTIONAL MISSION</b>  <i>(circle one)</i>	While community engagement complements many aspects of the institution's mission, it remains on the periphery. Community engagement is rarely included in larger efforts that focus on the core mission of the institution.  <b>1            2            3</b>	Community engagement is often mentioned as a primary or important part of the institution's mission, but community engagement is not included in the institution's official mission or strategic plan.  <b>4            5            6</b>	Community engagement is part of the primary concern of the institution. Community engagement is included in the institution's official mission and/or strategic plan.  <b>7            8            9</b>
<b>ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS</b>  <i>(circle one)</i>	Community engagement stands alone and is not tied to other important, high profile efforts at the institution (e.g., institution/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, faculty research, etc.)  <b>1            2            3</b>	Community engagement is tied loosely or informally to other important, high profile efforts at the institution (e.g., institution/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, faculty research, etc.)  <b>4            5            6</b>	Community engagement is tied formally and purposefully to other important, high profile efforts at the institution (e.g., institution/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, faculty research etc.)  <b>7            8            9</b>

*Rubric development by Andrew Furco, David Weerts, Lisa Burton, Kateryna Kent, University of Minnesota, 2009.*

**DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT**

One of the essential factors for institutionalizing community engagement in higher education is the degree to which faculty members are involved in implementation and advancement of community engagement within an institution.

***DIRECTIONS:** For each of the four categories (rows), place a circle around the number in the continuum that best represents the **CURRENT** status of the development of a definition, philosophy, and mission of community engagement at the institution.*

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>
<p><b>FACULTY KNOWLEDGE AND AWARENESS</b></p> <p><i>(circle one)</i></p>	<p>Very few members fully understand the difference between community engagement and outreach activities.</p> <p>1            2            3</p>	<p>An adequate number of faculty members fully understand the difference between community engagement and outreach activities.</p> <p>4            5            6</p>	<p>A substantial number of faculty members fully understand the difference between community engagement and outreach activities.</p> <p>7            8            9</p>
<p><b>FACULTY INVOLVEMENT AND SUPPORT</b></p> <p><i>(circle one)</i></p>	<p>Very few faculty members are instructors, supporters, or advocates of community engagement. Few support the strong infusion of community engagement into the academic programs or into their own scholarly and professional work. Community engagement activities are sustained by a few faculty members at the institution.</p> <p>1            2            3</p>	<p>While a satisfactory number of faculty members is supportive of community engagement, few faculty members are advocates for infusing community engagement into the academic programs or into their own scholarly and professional work. An inadequate or unsatisfactory number of KEY faculty members are involved in community engagement.</p> <p>4            5            6</p>	<p>A substantial number of influential faculty members participates as instructors, supporters, and advocates of community engagement and supports the infusion of community engagement into the academic programs or into their own scholarly and professional work.</p> <p>7            8            9</p>
<p><b>FACULTY LEADERSHIP</b></p> <p><i>(circle one)</i></p>	<p>None of the most influential faculty members at the institution serves as leaders for advancing community engagement at the institution.</p> <p>1            2            3</p>	<p>There are only one or two influential faculty members who provide leadership to the institution's community engagement effort.</p> <p>4            5            6</p>	<p>A highly respected, influential group of faculty members serves as the institution's community engagement leaders and/or advocates.</p> <p>7            8            9</p>
<p><b>FACULTY INCENTIVES AND REWARDS</b></p> <p><i>(circle one)</i></p>	<p>In general, faculty members are not encouraged to be involved in community engaged activities; few if any incentives are provided (e.g., minigrants, sabbaticals, funds for conferences, etc.) to pursue community engaged activities; faculty members' work in community engagement is not usually recognized during their review, tenure, and promotion process.</p> <p>1            2            3</p>	<p>Although faculty members are encouraged and are provided various incentives (minigrants, sabbaticals, funds for community engagement conferences, etc.) to pursue community engaged activities, their work in community engagement is not always recognized during their review, tenure, and promotion process.</p> <p>4            5            6</p>	<p>Faculty who are involved in community engagement receive recognition for it during the institution's review, tenure, and promotion process; faculty are encouraged and are provided various incentives (minigrants, sabbaticals, funds for community engagement conferences, etc.) to pursue community engaged activities.</p> <p>7            8            9</p>

**DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT**

An important element of community engagement institutionalization is the degree to which students are aware of community engagement opportunities at the institution and are provided opportunities to play a leadership role in the development of community engagement at the institution.

*DIRECTIONS: For each of the four categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of the development of a definition, philosophy, and mission of community engagement at the institution.*

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>
<p><b>STUDENT AWARENESS</b></p> <p>There is no institution-wide mechanism for informing students about community engagement opportunities that are available to them (e.g., service-learning courses, community-based research).</p> <p><i>(circle one)</i></p>	<p>1      2      3</p>	<p>4      5      6</p>	<p>7      8      9</p>
<p><b>STUDENT OPPORTUNITIES</b></p> <p>Few community engagement opportunities exist for students (e.g., service-learning courses, community-based research).</p> <p><i>(circle one)</i></p>	<p>1      2      3</p>	<p>4      5      6</p>	<p>7      8      9</p>
<p><b>STUDENT LEADERSHIP</b></p> <p>Few, if any, opportunities at the institution exist for students to take on leadership roles in advancing community engagement at their institution.</p> <p><i>(circle one)</i></p>	<p>1      2      3</p>	<p>4      5      6</p>	<p>7      8      9</p>
<p><b>STUDENT INCENTIVES AND REWARDS</b></p> <p>The institution has neither <u>formal</u> mechanisms (e.g., catalogued list of service-learning courses, special notation on students' transcripts, etc.) nor <u>informal</u> mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage or reward students to participate in community engagement activities.</p> <p><i>(circle one)</i></p>	<p>1      2      3</p>	<p>4      5      6</p>	<p>7      8      9</p>

**DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS**

An important element for community engagement institutionalization is the degree to which the institution nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing community engagement at the institution.

***DIRECTIONS:** For each of the three categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of the development of a definition, philosophy, and mission of community engagement at the institution.*

	<i><b>Critical Mass Building</b></i>	<i><b>Quality Building</b></i>	<i><b>Sustained Institutionalization</b></i>
<p><b>COMMUNITY PARTNER AWARENESS</b></p> <p><i>(circle one)</i></p>	<p>Few, if any, community agencies that partner with the institution are aware of the institution's goals for community engagement and the full range of community engaged opportunities that are available to students.</p> <p><b>1            2            3</b></p>	<p>Some community agencies that partner with the institution are aware of the institution's goals for community engagement and the full range of community engaged opportunities that are available to students.</p> <p><b>4            5            6</b></p>	<p>Most community agencies that partner with the institution are aware of the institution's goals for community engagement and the full range of community engaged opportunities that are available to students.</p> <p><b>7            8            9</b></p>
<p><b>MUTUAL UNDERSTANDING</b></p> <p><i>(circle one)</i></p>	<p>There is little or no understanding between the institution and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities.</p> <p><b>1            2            3</b></p>	<p>There is some understanding between the institution and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities, but there are some disparities between community and institution goals for engagement.</p> <p><b>4            5            6</b></p>	<p>Both the institution and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing community engaged activities. There is generally broad agreement between the institution and community on the goals for engagement.</p> <p><b>7            8            9</b></p>
<p><b>COMMUNITY PARTNER VOICE &amp; LEADERSHIP</b></p> <p><i>(circle one)</i></p>	<p>Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing community engagement at the institution; community agency representatives are not consistently invited or encouraged to express their particular agency needs or recruit student and faculty participation in community engaged activities.</p> <p><b>1            2            3</b></p>	<p>There is a limited number of opportunities available for community agency representatives to take on leadership roles in advancing community engagement at the institution; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in community engaged activities.</p> <p><b>4            5            6</b></p>	<p>Appropriate community agency representatives are formally welcomed and consistently encouraged to serve as advocates and ambassadors for institutionalizing community engagement at the institution; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in community engaged activities.</p> <p><b>7            8            9</b></p>

**DIMENSION V: INSTITUTIONAL SUPPORT FOR COMMUNITY ENGAGEMENT**

In order for community engagement to become institutionalized, the institution must provide substantial resources, support, and muscle toward the effort.

***DIRECTIONS:** For each of the six categories (rows), place a circle around the number in the continuum that best represents the **CURRENT** status of the development of a definition, philosophy, and mission of community engagement at the institution.*

	<i><b>Critical Mass Building</b></i>	<i><b>Quality Building</b></i>	<i><b>Sustained Institutionalization</b></i>
<p><b>COORDINATING ENTITY</b></p> <p>(circle one)</p>	<p>There are no institutional leaders (e.g., high profile faculty, etc.) that are devoted to assisting in the implementation, advancement, and institutionalization of community engagement.</p> <p>1      2      3</p>	<p>There is a group of institutional leaders who coordinate community engaged activities, but the entity either does not coordinate the activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the institution (e.g., programs, tracks, etc.).</p> <p>4      5      6</p>	<p>There is a group of institutional leaders who are devoted primarily to assisting the various constituencies in the implementation, advancement, and institutionalization of community engagement.</p> <p>7      8      9</p>
<p><b>POLICY-MAKING ENTITY</b></p> <p>(circle one)</p>	<p>The institution’s official and influential policy-making board(s)/committee(s) do not recognize community engagement as an essential educational goal for the institution.</p> <p>1      2      3</p>	<p>The institution’s official and influential policy-making board(s)/committee(s) recognize community engagement as an essential educational goal for the institution, but no formal policies have been developed.</p> <p>4      5      6</p>	<p>The institution’s policy-making board(s)/committee(s) recognize community engagement as an essential educational goal for the institution and formal policies have been developed or implemented.</p> <p>7      8      9</p>
<p><b>STAFFING</b></p> <p>(circle one)</p>	<p>There are no staff and/or faculty members at the institution whose primary paid responsibility is to advance and institutionalize community engagement at the institution.</p> <p>1      2      3</p>	<p>There is an appropriate number of staff and/or faculty members at the institution who understand community engagement fully and/or who hold appropriate titles that can influence the advancement and institutionalization of community engagement throughout the institution; however their appointments are temporary or paid from soft money or external grant funds.</p> <p>4      5      6</p>	<p>The institution houses and funds an appropriate number of permanent staff and/or faculty members who understand community engagement and who hold appropriate titles that can influence the advancement and institutionalization of community engagement at the institution.</p> <p>7      8      9</p>
<p><b>FUNDING</b></p> <p>(circle one)</p>	<p>The institution's community engaged activities are supported primarily by soft money (e.g., short-term grants) from sources outside the institution.</p> <p>1      2      3</p>	<p>The institution's community engaged activities are supported by both soft money (e.g., short-term grants) from sources outside the institution as well as hard money from the institution.</p> <p>4      5      6</p>	<p>The institution's community engaged activities are supported primarily by hard funding from the institution.</p> <p>7      8      9</p>

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**DIMENSION V (Continued): INSTITUTIONAL SUPPORT FOR COMMUNITY ENGAGEMENT**

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>
<b>ADMINISTRATIVE SUPPORT</b>  <i>(circle one)</i>	The institution's administrative leaders provide little to no explicit or implicit support for community engaged activities at the institution.  <b>1            2            3</b>	Although the institution's administrative leaders provide explicit, verbal support for community engagement, they offer little of the implicit support necessary to make community engagement a visible and important part of the institution's work.  <b>4            5            6</b>	The institution's administrative leaders provide both explicit and implicit support for community engaged activities and actively cooperate to make community engagement a visible and important part of the institution's work.  <b>7            8            9</b>
<b>DEPARTMENTAL SUPPORT</b>  <i>(circle one)</i>	Few, if any, departments recognize community engagement as a part of their core academic program.  <b>1            2            3</b>	Several departments offer community engagement opportunities and courses, but these opportunities typically are not a part of the core academic program of the department and/or are not supported primarily by departmental funds.  <b>4            5            6</b>	A fair to large number of departments provide community engagement opportunities that are a part of the core academic program and/or are primarily supported by departmental funds.  <b>7            8            9</b>
<b>EVALUATION &amp; ASSESSMENT</b>  <i>(circle one)</i>	There is no organized, institution-wide effort underway to account for the number, quality, and impact of community engaged activities taking place.  <b>1            2            3</b>	An initiative to account for the number, quality, and impact of community engaged activities taking place throughout the institution has been proposed.  <b>4            5            6</b>	An ongoing, systematic effort is in place to account for the number, quality, and impact of community engaged activities that are taking place throughout the institution.  <b>7            8            9</b>