Building Capacity for Community Engagement:
Institutional Self-Assessment

Background: This tool is designed to assess the capacity of a given higher educational institution (or unit therein) for community engagement and community-engaged scholarship, and to identify opportunities for action. This assessment builds upon existing and validated prior work.[1] It is intended to serve as a baseline for follow-up assessments, enabling institutions to track their progress and focus their work, while simultaneously enabling them to develop a longitudinal profile of their developing capacity for community engagement and community-engaged scholarship over time.

The Self-Assessment: The self-assessment is constructed around six dimensions:

I: Definition and Vision of Community Engagement (8 elements)
II: Faculty Support For and Involvement in Community Engagement (6 elements)
III: Student Support For and Involvement in Community Engagement (3 elements)
IV: Community Support For and Involvement in Community Engagement (6 elements)
V: Institutional Leadership and Support For Community Engagement (9 elements)
VI: Community-Engaged Scholarship (12 elements)

For each element of each dimension, four "levels" are articulated which represent a summary of the literature and knowledge on institutional best practices with respect to commitment to community engagement and community-engaged scholarship. It is not expected that a given institution would necessarily align on the same level throughout the entire self-assessment. Rather, the results of the assessment can be used to offer a profile of where the institution is at presently, and where opportunities for change might be identified.

Definitions: Three terms used in this self-assessment are particularly important to define:

By "*community engagement"* we mean applying institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address and solve challenges facing communities through collaboration with these communities. The methods for community engagement of academic institutions include community service, service-learning, community-based participatory research, training and technical assistance, capacity-building and economic development. Community engagement is not necessarily scholarship. For example, if a faculty member devotes time to developing a community-based program, it may be important work and it may advance the service mission of the institution, but it may not be "scholarly" unless it includes the other components which define scholarship (see below).

By "*community-engaged scholarship"* we mean "teaching, discovery, integration, application and engagement that involves the faculty member in a mutually beneficial partnership with the community and has the following characteristics: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor and peer-review."[2]

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[1] Complete references are provided on the next page.
[2] Linking Scholarship and Communities. Report of the Commission on Community-Engaged Scholarship in the Health Professions. (2005) Seattle, WA: Community-Campus Partnerships for Health.

Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M. (2005) Building Capacity for Community Engagement: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health. www.ccph.info

The word "*institution*" is used as a generic term for the level of the organization on which the self-assessment is focused (e.g., a department, college, school, university).

Instructions for Completion: This self-assessment was designed to be completed by a team that reflects diverse institutional constituencies. This ideally is done as a two-phase process. First, team members review the assessment independently and complete it in a draft format. Then, team members come together and the actual assessment is completed through team conversation and discussion. This provides an opportunity to think through issues about community engagement as a team, and ideally will help to build team knowledge about school and institutional contexts and practices.

An answer should be provided for every element; if you do not have an answer, mark "Unable to assess." Please do not leave any elements blank. A "Notes" box is provided for you to record any comments.

References

1. Campus Compact. (2003). The Indicators of Engagement. Available at www.compact.org.
2. Community-Campus Partnerships for Health. (2001). Tool for Service-Learning Sustainability. San Francisco, CA: Community-Campus Partnerships for Health.
3. Furco, A. (Forthcoming, 2005). Institutionalizing Service-Learning in Higher Education. Bolton, MA: Anker Publishing.
4. Gelmon SB, Holland BA, Driscoll A, Spring A and Kerrigan S. (2001). Assessing Service-Learning and Civic Engagement: Principles and Techniques. Providence, RI: Campus Compact.
5. Holland, B. (1997). "Analyzing Institutional Commitment to Service: A Model of Key Organizational Factors." Michigan Journal of Community Service-learning, Fall, p.30-41.
6. Shinnamon AF, Gelmon SB and Holland BA. (1999). Methods and Strategies for Assessing Service Learning in the Health Professions. San Francisco: Community Campus Partnerships for Health.
7. Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M. (2005) Community-Engaged Scholarship for Health Collaborative: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health.

Acknowledgement

DIMENSION I: DEFINITION AND APPLICATION OF COMMUNITY ENGAGEMENT

Directions: For each element (row), choose the stage that best represents the current status of the development of a definition and application of community engagement in your school and university as a whole.

	Level One	Level Two	Level Three	Level Four	Notes:
1.1 Definition of Community Engagement	There is no definition for community engagement, and the term is used inconsistently to describe a variety of community-based activities.	There is a definition for community engagement, but the term is used inconsistently to describe a variety of community-based activities and is poorly understood.	There is a formal definition for community engagement, but it is not universally accepted, used or understood.	There is a formal, consistently used and understood definition for community engagement.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
1.2 Promotion of Community Engagement through the Mission	Reference to the concept of community engagement is not included in the institution's mission.	Although referred to in the institution's mission, community engagement is not openly valued or explicitly promoted by leaders.	The community engagement aspect of the institution's mission is openly valued but is not explicitly used or promoted by leaders.	The community engagement aspect of the institution's mission is openly valued and is explicitly used and promoted by leaders.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
1.3 Community Engagement as an Essential Component of Education	Community-based learning is not acknowledged as important to the education of students and is not incorporated in various ways throughout the curriculum.	Community-based learning is infrequently acknowledged as important to the education of students and is not incorporated in various ways throughout the curriculum.	Community-based learning is frequently acknowledged as important to the education of students and is incorporated in various ways throughout the curriculum.	Community-based learning is acknowledged and valued as essential to the education of students and is incorporated in various ways throughout the curriculum.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
1.4 Community Engagement as an Essential Component of Research	Community-based research is not acknowledged as an essential component of the institution's involvement in research.	Community-based research is infrequently acknowledged as an essential component of the institution's research activities.	Community-based research is frequently acknowledged as an essential component of the institution's involvement in research.	Community-based research is acknowledged and valued as an essential component of the institution's involvement in research.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

	Level One	Level Two	Level Three	Level Four	
1.5 Community Engagement as an Essential Component of Service	Community service is not acknowledged as an essential component of service or practice.	Community service is infrequently acknowledged as an essential component of service or practice.	Community service is frequently acknowledged as an essential component of service or practice.	Community service is acknowledged and valued as an essential component of service or practice.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
1.6 Strategic Planning for Community Engagement	There is no official strategic plan for advancing the institution's community engagement.	Although certain short-range and long-range goals for the institution's community engagement have been defined, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	There is an official strategic plan for advancing the institution's community engagement, which includes short-range and long-range institutionalization goals, but implementation of these goals has not been successful.	There is an official strategic plan for advancing the institution's community engagement, which includes short-range and long-range institutionalization goals that have been implemented successfully.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
1.7 Alignment of Community Engagement with Strategic Goals and Initiatives	Community engagement stands alone and is not tied to other important, high profile efforts on campus (such as recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, conducting community-based research, fostering interdisciplinary collaboration, etc.).	Community engagement is tied loosely or informally to other important, high profile efforts on campus (such as recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, conducting community-based research, fostering interdisciplinary collaboration, etc.).	Community engagement is tied formally and purposefully to other important, high profile efforts on campus (such as recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, conducting community-based research, fostering interdisciplinary collaboration, etc.).	Community engagement is named as a high profile effort on campus along with other efforts (such as recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, conducting community-based research, fostering interdisciplinary collaboration, etc.).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

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	Level One	Level Two	Level Three	Level Four	
1.8 Applications of Community Engagement	Few, if any, community engagement activities include all of these components: community partnerships, student and/or faculty orientation, responsiveness to community needs, community capacity building.	A minority of community engagement activities include all of these components: community partnerships, student and/or faculty orientation, responsiveness to community needs, community capacity building.	A majority of community engagement activities include all of these components: community partnerships, student and/or faculty orientation, responsiveness to community needs, community capacity building.	Almost all community engagement activities include all of these components: community partnerships, student and/or faculty orientation, responsiveness to community needs, community capacity building.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

Directions: For each element (row), choose the stage that best represents the current status of faculty support for and involvement in community engagement in your school and university as a whole.

	Level One	Level Two	Level Three	Level Four	Notes:
2.1 Faculty Awareness of Community Engagement	Very few faculty members know what community engagement is or how it can be integrated into teaching, research or service.	Some faculty members know what community engagement is and understand how it can be integrated into teaching, research or service.	A substantial number of faculty members know what community engagement is and can articulate how it can be integrated into teaching, research or service.	Most faculty members know what community engagement is and can articulate how it can be integrated into teaching, research or service.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
2.2 Faculty Involvement In and Support for Community Engagement	Very few faculty members are supporters or advocates of community engagement. Few support the integration of community engagement into the institution's mission or into their own professional work.	While some faculty members are supportive of community engagement, few of them are advocates for integrating it into the institution's mission and/or their own professional work. Only a few key faculty members actively participate in community engaged teaching, research or service activities.	A substantial number of influential faculty members participate in community-engaged teaching, research or service activities and support the integration of community engagement both into the institution's mission and the faculty members' individual professional work.	Most faculty members participate in community-engaged teaching, research or service activities and support the integration of community engagement into both the institution's mission and the faculty members' individual professional work.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
2.3 Faculty Leadership in Community Engagement	None of the most influential faculty members serve as leaders for advancing community engagement.	There are one or two influential faculty members who provide leadership to the community engagement effort.	Some influential faculty members provide leadership to the community engagement effort.	A highly respected, influential group of faculty members serve as the community engagement leaders and/or advocates.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

	Level One	Level Two	Level Three	Level Four
2.4 Community-Engaged Faculty as Institutional Leaders	No community-engaged faculty are involved as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance and curriculum committees.	A few community-engaged faculty are involved as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance and curriculum committees.	Several community-engaged faculty are involved as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance and curriculum committees.	Most of the community-engaged faculty are involved as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance and curriculum committees.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			
2.5 Institutional Support for Faculty Development	The institution does not provide faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have not been developed to help faculty mentor and support each other in community-engaged work.	The institution infrequently provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have not been developed to help faculty mentor and support each other in community-engaged work.	The institution frequently provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms have been developed to help faculty mentor and support each other in community-engaged work.	The institution regularly provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research or service. Mechanisms are consistently in place to help faculty mentor and support each other in community-engaged work.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			
2.6 Faculty Development and Incentives for Community Engagement	In general, faculty members are not encouraged to participate in community engagement; few if any incentives are provided to pursue community engagement (e.g., curriculum development mini-grants, support to attend conferences, faculty development).	Although faculty members are not explicitly encouraged to participate in community engagement, some faculty have used institutional incentives (e.g., curriculum development mini-grants, support to attend conferences, faculty development) to pursue community engagement.	Faculty members are encouraged to pursue community engagement through modest availability of various incentives put in place for that purpose (e.g., curriculum development mini-grants, support to attend conferences, faculty development).	Faculty are strongly encouraged to pursue community engagement through widespread availability of various incentives put in place for that purpose (e.g., curriculum development mini-grants, support to attend conferences, faculty development).
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN COMMUNITY ENGAGEMENT

Directions: For each element (row), choose the stage that best represents the current status of student support for and involvement in community engagement in your school university as a whole.

	Level One	Level Two	Level Three	Level Four	Notes:
3.1 Student Awareness of Community Engagement	There are very few mechanisms for informing students about opportunities for their own community engagement, such as community-based courses, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organizations).	There are sporadic and inconsistent mechanisms for informing students about opportunities for their own community engagement, such as community-based courses, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organizations).	There are some coordinated mechanisms for informing students about opportunities for their own community engagement such as community-based courses, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organizations).	There are explicit and consistent mechanisms for informing students about opportunities for their own community engagement, such as community-based courses, research assistantships or volunteer positions (e.g., specific mention in the course schedule, job postings, websites, student organizations).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
3.2 Student Involvement in Community Engagement Activities	Students are never or rarely involved in community engagement activities.	Students are occasionally involved in community engagement activities.	Students are regularly involved in community engagement activities.	Students are not only regularly involved in community engagement activities, but they frequently serve in leadership roles to recruit even more student involvement.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

	Level One	Level Two	Level Three	Level Four	
3.3 Student Incentives and Rewards	There are no formal or informal mechanisms that encourage students to participate in community engagement activities or reward them for their participation (e.g., community engagement notation on transcripts, graduation requirement, scholarships, awards, stories in campus newspaper, certificates of achievement).	There are few formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g., community engagement notation on transcripts, graduation requirement, scholarships, awards). There are few informal mechanisms (e.g., stories in the campus newspaper, verbal encouragement).	There are some formal mechanisms that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g., community engagement notation on transcripts, graduation requirement, scholarships, awards). There are some informal mechanisms (e.g., stories in the campus newspaper, verbal encouragement).	There are many formal mechanisms in place that encourage students to participate in community engagement or reward them for their participation in community engagement (e.g., community engagement notation on transcripts, graduation requirement, scholarships, annual awards). There are many informal mechanisms (e.g., stories in the campus newspaper, verbal encouragement).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

DIMENSION IV: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN INSTITUTIONAL COMMUNITY ENGAGEMENT

Directions: For each element (row), choose the stage that best represents the current status of community support for and involvement in institutional community engagement in your school and university as a whole.

	Level One	Level Two	Level Three	Level Four	Notes:
4.1 Community Recognition as "Engaged Campus"	Local community leaders do not describe the institution as an important and reliable partner in addressing community concerns.	Local community leaders describe the institution as an occasional partner in addressing community concerns.	Local community leaders describe the institution as an important and reliable partner in addressing community concerns.	Local community leaders regularly describe the institution as an essential partner in addressing community concerns.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
4.2 Nature and Extent of Community-Institutional Partnerships	There is little or no understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. Relationships change frequently, and lapse during school breaks.	There is some understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. There is some continuity of relationships.	There is substantial understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. Many relationships exist from year to year.	There is extensive understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. Relationships are well-established and sustained over time.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
4.3 Community Access of Institutional Resources	Community agencies rarely access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies occasionally access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies frequently access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies consistently access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

	Level One	Level Two	Level Three	Level Four	
4.4 Community Partner Voice and Leadership in the Institution	Few opportunities exist for community partners to assume leadership roles in institutional activities (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are not invited or encouraged to express their needs, goals, resources and capacity.	There are a limited number of opportunities for community partners to assume leadership roles in institutional activities (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are rarely invited or encouraged to express their needs, goals, resources and capacity.	There are some opportunities for community partners to assume leadership roles in community engagement (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are occasionally invited or encouraged to express their needs, goals, resources and capacity.	There are regular opportunities for community partners to assume leadership roles in institutional activities (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are routinely invited or encouraged to express their needs, goals, resources and capacity.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
4.5 Community Partner Incentives	No incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources).	Few incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources).	Although community partners are provided incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources), these are not consistently offered.	Community partners are consistently provided a variety of incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

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	Level One	Level Two	Level Three	Level Four	
4.6 Community Partner Recognition	No mechanisms are in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	Few mechanisms are in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	There are some limited mechanisms in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	Many mechanisms are in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

DIMENSION V: INSTITUTIONAL LEADERSHIP AND SUPPORT FOR COMMUNITY ENGAGEMENT

Directions: For each element (row), choose the stage that best represents the current status of institutional leadership and support for community engagement in your school and university as a whole.

	Level One	Level Two	Level Three	Level Four	Notes:
5.1 Institutional Commitment to Community Engagement	The institution rarely demonstrates any efforts to review, discuss and strengthen its commitment to community engagement.	The institution demonstrates an occasional but unplanned effort to review, discuss and strengthen its commitment to community engagement.	The institution demonstrates selected planned efforts to review, discuss and strengthen its commitment to community engagement.	The institution demonstrates a comprehensive and coherent plan to review, discuss and strengthen its commitment to community engagement.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
5.2 Administrative Support for Community Engagement	The president, chief academic officer, trustees and deans do not visibly support the institution's community engagement efforts.	The president, chief academic officer, trustees and deans do not collectively support the institution's community engagement efforts. Those that do support them do not visibly support them through their words and actions.	The president, chief academic officer, trustees and deans support the institution's community engagement efforts, but they do not visibly support them through their words and actions.	The president, chief academic officer, trustees and deans visibly support the institution's community engagement efforts, through both their words and their actions.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

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	Level One	Level Two	Level Three	Level Four	
5.3 Policy Support for Community Engagement as an Institutional Goal	No-policy making boards or committees (e.g., board of trustees, faculty senate, council of deans, advisory council) have recognized community engagement as an essential institutional strategy or goal.	One or more policy-making boards or committees (e.g., board of trustees, faculty senate, council of deans, advisory council) recognize community engagement as an essential institutional strategy or goal, but no formal policies have been developed (e.g., requiring community engagement for graduation, creating supportive institutional structures, modifying tenure and promotion policies).	One or more policy-making boards or committees (e.g., board of trustees, faculty senate, council of deans, advisory council) recognize community engagement as an essential institutional strategy goal and have developed or implemented formal policies (e.g., requiring community engagement for graduation, creating supportive institutional structures, modifying tenure and promotion policies).	All policy-making boards or committees (e.g., board of trustees, faculty senate, council of deans, advisory council) recognize community engagement as an essential institutional strategy and have developed or implemented formal policies (e.g., requiring community engagement for graduation, creating supportive institutional structures, modifying tenure and promotion policies).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
	Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
5.4 Coordinating Structures for Community Engagement	There are no coordinating structures at the institution that are devoted to assisting in the implementation, advancement or institutionalization of community engagement activities (e.g., a committee, center or clearinghouse).	There are one or more coordinating structures at the institution that are devoted to assisting in the implementation, advancement or institutionalization of community engagement activities (e.g., a committee, center or clearinghouse). However, they either do not coordinate community engagement activities exclusively or provide services to only a certain constituency (e.g., student, faculty) or a limited part of the campus (e.g., only to undergraduates).	There are one or more coordinating structures at the institution that are exclusively devoted to the implementation, advancement and institutionalization of community engagement activities (e.g., a committee, center or clearinghouse). However, these structures provide services to only a certain constituency (e.g., student, faculty) or limited part of the campus (e.g., only to undergraduates). The institution provides some resources to support these structures.	There are one or more coordinating structures that are devoted primarily to assisting various institutional and community constituencies in the implementation, advancement and institutionalization of community engagement. The institution provides substantial long-term resources to support these structures.	

	Level One	Level Two	Level Three	Level Four	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
5.5 Staff Support of Community Engagement	There are no staff or faculty members whose primary paid responsibility is to advance and institutionalize community engagement.	There are an appropriate number of staff and/or faculty members who understand community engagement fully and/or who have the authority and resources to influence the advancement and institutionalization of community engagement. However, these staff members are not paid additionally for this work, and are adding it to their current workload.	There are an appropriate number of dedicated staff and/or faculty members who understand community engagement fully and/or have the authority and resources to influence the advancement and institutionalization of community engagement. However, these positions are temporary or paid for by external grants.	There are an appropriate number of paid staff and/or faculty members who understand community engagement and who have the authority and resources to influence the advancement of community engagement. These positions are permanent and paid for by institutional funds.;	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
5.6 Faculty Recruiting Criteria	The institution does not recognize interests or expertise in community engagement in their faculty recruiting efforts.	The institution does not encourage academic departments to recruit faculty with interests or expertise in community engagement, although some departments may do so.	The institution encourages academic departments to recruit faculty with interests or expertise in community engagement and some departments do so.	The institution encourages academic departments to recruit faculty with interests or expertise in community engagement and many departments do so.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
5.7 Recognition During Faculty Review of Community Engagement	Community engagement is not recognized or considered during the review, tenure or promotion process.	Community engagement is somewhat recognized and considered during the review, tenure or promotion process, but is not explicitly included in the review, tenure and promotion policies and procedures.	Community engagement is significantly recognized and considered during the review, tenure or promotion process and is explicitly included in the review, tenure and promotion policies and procedures.	Community engagement is substantially recognized and rewarded during the review, tenure or promotion process. It is explicitly included in the review, tenure and promotion policies and procedures.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

	Level One	Level Two	Level Three	Level Four	
5.8 Evaluation of Community Engagement	There is no effort underway to account for the number, quality or impact of community engagement activities taking place (e.g., nature and extent of student and faculty involvement in community engagement, number of hours of service provided, community impact).	There are very few efforts underway to account for the number, quality or impact of community engagement activities taking place (e.g., nature and extent of student and faculty involvement in community engagement, number of hours of service provided, community impact). These are not ongoing, systematic or coordinated.	There are some efforts underway to account for the number, quality or impact of community engagement activities taking place (e.g., nature and extent of student and faculty involvement in community engagement, number of hours of service provided, community impact). These are not ongoing, systematic or coordinated.	An ongoing, systematic and coordinated effort is in place to account for the number, quality or impact of community engagement activities that are taking place (e.g., nature and extent of student and faculty involvement in community engagement, number of hours of service provided, community impact).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
5.9 Dissemination of Community Engagement Results	There is no effort to disseminate the results of community engagement activities.	There is little effort to disseminate the results of community engagement activities.	There are some efforts to disseminate the results of community engagement activities.	There are extensive efforts to disseminate the results of community engagement activities through a variety of venues (e.g., community forums, presentations, journal articles, web sites).	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

DIMENSION VI: COMMUNITY-ENGAGED SCHOLARSHIP

Directions: For each element (row), choose the stage that best represents the current status of community-engaged scholarship in your school and university as whole.

	Level One	Level Two	Level Three	Level Four	Notes:
6.1 Definition of Community Engaged Scholarship	There is no definition for community-engaged scholarship. The distinctions between the *practice* of community engagement and community-engaged *scholarship* are not clear. Terms are used inconsistently to describe a variety of community-based teaching, research and service activities.	There is a definition for community-engaged scholarship, but the distinctions between the *practice* of community engagement and community-engaged *scholarship* are not clear. Terms are used inconsistently to describe a variety of community-based teaching, research and service activities.	There is a formal definition for community-engaged scholarship, but it is not universally accepted or used. Some inconsistency in use persists across the institution.	There is a formal, universally accepted definition for community-engaged scholarship that is used consistently and is distinct from community engagement. Terms are used consistently to describe a variety of community-based teaching, research and service activities.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
6.2 Valuing of Community-Engaged Scholarship	Community-engaged scholarship is not valued in any faculty appointment categories.	Community-engaged scholarship is only valued for those faculty appointed in clinical, teaching and/or practice tracks.	Community-engaged scholarship is recognized as a potential area of emphasis for those faculty in tenure tracks, and is valued for those faculty in clinical, teaching and/or practice tracks.	Community-engaged scholarship is recognized and valued for all categories of appointments, regardless of tenure and/or clinical, teaching and/or practice emphasis.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
6.3 Tenure-Track Appointments	None of the community-engaged faculty are in tenure or tenure track positions.	Some of the community-engaged faculty are in tenure or tenure track positions.	Many of the community-engaged faculty are in tenure or tenure track positions.	Almost all of the community-engaged faculty are in tenure or tenure track positions.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M. (2005) Building Capacity for Community Engagement: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health. www.ccph.info

	Level One	Level Two	Level Three	Level Four	
6.4 Rank and Seniority	Most of the community-engaged faculty are junior in rank (e.g. instructor, assistant professor).	Many but not all of the community-engaged faculty are junior in rank (e.g. instructor, assistant professor).	Some of the community-engaged faculty are junior in rank (e.g. instructor, assistant professor), but many are more senior in rank (e.g. associate or full professor).	There is a mix of seniority and rank among the community-engaged faculty are junior in rank.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
6.5 Review, Tenure and Promotion Policies Regarding Community-Engaged Scholarship	Community-engaged scholarship is not recognized or considered during the review, tenure or promotion process.	Community-engaged scholarship is somewhat recognized and considered during the review, tenure or promotion process, but is not explicitly included in the review, tenure and promotion policies and procedures.	Community-engaged scholarship is significantly recognized and considered during the review, tenure or promotion process and is explicitly included in the review, tenure and promotion policies and procedures.	Community-engaged scholarship is substantially recognized and rewarded during the review, tenure or promotion process. It is explicitly included in the review, tenure and promotion policies and procedures.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				
6.6 Institutional Leaders Value Community-Engaged Scholarship	The president, chief academic officer, trustees and deans do not support community-engaged scholarship as an integral form of scholarship at this institution.	The president, chief academic officer, trustees and deans do not collectively support community-engaged scholarship as an integral form of scholarship at this institution, although some may express individual support for this form of scholarship.	The president, chief academic officer, trustees and deans support community-engaged scholarship as an integral form of scholarship at this institution, but they do not visibly and routinely support this form of scholarship through their words and actions.	The president, chief academic officer, trustees and deans visibly support community-engaged scholarship as an integral form of scholarship at this institution, and demonstrate this support through their words and their actions.	
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐				

	Level One	Level Two	Level Three	Level Four
6.7 Valuing of Various Products of Scholarship	Review, promotion and tenure policies only recognize and value traditional products of scholarship such as publication in peer-reviewed journals.	Review, promotion and tenure policies allow for dissemination of scholarship through a range of venues, but in practice only publication in peer-reviewed journals is valued.	Review, promotion and tenure policies indicate support for dissemination of scholarship through a range of venues, and in practice these products of scholarship are valued.	Review, promotion and tenure policies support and encourage dissemination of scholarship through multiple venues, and in practice these products of scholarship are valued.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			
6.8 Value of Nature of Scholarship	The review, promotion and tenure process places the highest value on disciplinary scholarship, rewarding faculty only for first-authored or single authored papers in disciplinary journals.	The review, promotion and tenure process acknowledges the viability of interdisciplinary scholarship, but in practice faculty are rewarded for first-authored or single authored papers in disciplinary journals.	The review, promotion and tenure process recognizes interdisciplinary scholarship and in practice faculty are rewarded for multiple authored papers in journals that are interdisciplinary or outside of the faculty member's discipline.	The review, promotion and tenure process actively supports and encourages interdisciplinary scholarship, and in practice multiple authored papers in journals that are interdisciplinary of outside of the faculty member's expertise are given at least equal weight to first-authored or single authored papers in disciplinary journals.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			
6.9 Range of Acceptable Funding Sources	The review, promotion and tenure policies place the highest value on research grants from the National Institutes of Health and/or the Agency for Healthcare Research and Quality, and in practice only these grants are valued.	The review, promotion and tenure policies acknowledge the potential of funding of community-engaged scholarship from a variety of funding sources, but in practice only research grants from the National Institutes of Health and/or the Agency for Healthcare Research and Quality are valued.	The review, promotion and tenure policies recognize and value funding of community-engaged scholarship from a wide variety of sources, but in practice faculty recognition for such funding varies across units within the institution.	The review, promotion and tenure policies recognize and value funding of community-engaged scholarship from a wide variety of sources. In practice, faculty are recognized and valued for receiving funding from these sources.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			

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	Level One	Level Two	Level Three	Level Four
6.10 Training and Orientation of Review, Promotion and Tenure Committee Members	There is no training provided for review, promotion and tenure committee members with respect to community-engaged scholarship.	There is no formal training provided for review, promotion and tenure committee members with respect to community-engaged scholarship, although some schools/departments do spend time discussing this as part of the review process.	There is some formal training provided for members of review, promotion and tenure committees to ensure a broad understanding of the definition, nature, documentation and assessment of community-engaged scholarship.	There is mandatory training for members of review, promotion and tenure committees to ensure a broad understanding of the definition, nature, documentation and assessment of community-engaged scholarship.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			
6.11 Community Partner Participation in the Review, Tenure and Promotion Process	There is no role for community partners in the review, tenure or promotion process for community-engaged faculty members.	Community partners are allowed to participate in the review, promotion or tenure process of community-engaged faculty members by writing letters of support. In practice, these letters are not seriously considered.	Community partners are allowed to participate in the review, tenure or promotion process of community-engaged faculty members by writing letters of support. In practice, these letters are seriously considered.	Community partners are regularly invited to participate in the review, tenure or promotion processes in ways that go beyond writing letters of support (e.g., serving on a faculty review committee). In practice, these community partner contributions to the process are seriously considered and valued.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			
6.12 Scope of Community Impact	Community impact of community-engaged scholarship is not considered or valued in the review, promotion and tenure process.	Community impact of community-engaged scholarship is occasionally considered or valued in the review, promotion and tenure process.	Community impact of community-engaged scholarship is valued in the review, promotion and tenure process. However, the emphasis is on broad-scale impact affecting multiple populations, with little emphasis on local community impact.	Community impact of community-engaged scholarship is valued and rewarded in the review, promotion and tenure process, with at least equal emphasis placed upon local community impact as that placed on regional, national and/or international impact.
	Choose the stage that characterizes your school: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐ Choose the stage that characterizes your university as a whole: 1☐ 2☐ 3☐ 4☐ Unable to assess ☐			