

CE Accolade App Items & Parties

Item	Application	Actual Item Language	Parties
1	Carnegie	<p>1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:</p> <p>a. Indicates their perception of where community engagement fits into their leadership of the institution,</p> <p>b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and</p> <p>c. Discusses how engagement is institutionalized for sustainability in the institution.</p>	Provost's Office
2	Carnegie	d. In addition to the letter, provide evidence of recent statements of affirmation of community engagement, including annual addresses/speeches, published editorials, campus publications, other. Provide web links.	Provost's Office
3	Carnegie	1.b. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.	Cabinet members
4	Carnegie	2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification.	Cabinet members
5	Carnegie	3. Specify changes in executive leadership since classification and the implications of those changes for community engagement:	Cabinet members
6	Carnegie	1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re- classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative.	OCELTs
7	Carnegie	2.a. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with community? For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.	Cabinet
8	Carnegie	2.b. As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community? For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.	Grants & Sponsored Programs, Institutional Advancement, Faculty, CE Programs

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9	Carnegie	2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement? For re-classification, describe what has changed, if anything, with fundraising activities since the last classification	Student Affairs, Mission & Ministry
10	Carnegie	2.d. In what ways does the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.	Board of Trustees; Office of Finance and Administration
11	Carnegie	3.a. How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.	All
12	Carnegie	3.b. Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.	All
13	Carnegie	3.c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?	All
14	Carnegie	3.d. Describe one key finding from current data and indicate how you arrived at this finding: Impact on Students	Colleges, Faculty, OCELTs
15	Carnegie	3.e. Describe one key finding from current data and indicate how you arrived at this finding: Impact on Faculty	Faculty Senate
16	Carnegie	3.f. Describe one key finding from current data and indicate how you arrived at this finding: Impact on Community	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTs
17	Carnegie	3.g. Describe one key finding from current data and indicate how you arrived at this finding: Impact on Institution	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTs

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18	Carnegie	<p>4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.</p> <p>For re-classification, describe what has changed, if anything, with professional development for community engagement. How has the content, program, approaches, or audience changed since the last Carnegie classification? What have been the results?</p>	Academic affairs, Colleges, Academic Departments
19	Carnegie	<p>5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?</p> <p>Describe :</p>	Strategic Planning Committee, Academic affairs, Colleges, Academic Departments
20	Carnegie	<p>6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?</p>	Academic affairs, Colleges, Academic Departments
21	Carnegie	<p>7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Please describe and identify the policy (or other document(s)) where this appears and provide the definition.</p>	Academic affairs, Colleges, Academic Departments
22	Carnegie	<p>8. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p>	Academic affairs, Colleges, Academic Departments
23	Carnegie	<p>If yes:</p> <p>9.a. Is community engagement rewarded as one form of teaching and learning?</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Please describe and provide text from faculty handbook (or similar policy document):</p>	Academic affairs, Colleges, Academic Departments
24	Carnegie	<p>9.b. Is community engagement rewarded as one form of scholarship?</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Please describe and provide text from faculty handbook (or similar policy document):</p>	Academic affairs, Colleges, Academic Departments
25	Carnegie	<p>9.c. Is community engagement rewarded as one form of service?</p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Please describe and provide text from faculty handbook (or similar policy document):</p>	Academic affairs, Colleges, Academic Departments

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26	Carnegie	10. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community- engaged approaches and methods? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	Academic affairs, Colleges, Academic Departments
27	Carnegie	10.b. Which colleges/school and/or departments? List Colleges or Departments: What percent of total colleges/school and/or departments at the institution is represented by the list above?: Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below:	Academic affairs, Colleges, Academic Departments
28	Carnegie	11. Is there professional development for faculty and administrators who review candidates' dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development.	Academic affairs, Colleges, Academic Departments
29	Carnegie	12. 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? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Describe the process and its current status:	Academic affairs, Colleges, Academic Departments
30	Carnegie	13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.	Student Affairs, Mission & Ministry
31	Carnegie	14. Is community engagement noted on student transcripts?	Student records
32	Carnegie	15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Please provide examples:	Diversity Officer

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33	Carnegie	16. Is community engagement connected to efforts aimed at student retention and success? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Please provide examples:	Provost's Office
34	Carnegie	1. As evidence provided for your earlier classification, you described an institutionwide definition of service learning used on campus. a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process, and if there have been changes in that process since the last application, please explain the changes.	OCELTS
35	Carnegie	2. Fill in the data in the chart below using a. data from the most recent academic year b. based on undergraduate FTE.	OCELTS
36	Carnegie	3. Provide a description of how the data above is gathered and used (how is it compiled, who gathers it, how often, how is it used, etc.). Provide relevant links	OCELTS, CE Faculty Advisory Committee
37	Carnegie	4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community. For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.	Colleges, Faculty, OCELTS
38	Carnegie	5. Where is community engagement integrated into curricular activities?	Colleges, Departments
39	Carnegie	6. Where has community engagement been integrated into the curriculum at the institutional level?	Colleges, Departments, Standing Committee on Common Curriculum
40	Carnegie	7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL): publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification.	Faculty

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41	Carnegie	8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.	Colleges, Departments, Standing Committee on Common Curriculum
42	Carnegie	1. What changes to outreach programs (extension programs, training programs, noncredit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs:	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTs
43	Carnegie	2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources:	VP Offices, Strategic Planning Committee, Colleges
44	Carnegie	4. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.	All
45	Carnegie	5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?	All
46	Carnegie	6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTs
47	Carnegie	7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.	Faculty
48	Carnegie	8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.	All

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49	Carnegie	3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.	All
50	Honor Roll	<p>Describe your institution's commitment to community service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of community service that exists at the institution and the impact that this culture has on the community.</p> <p>This statement MUST include:</p> <ul style="list-style-type: none"> <li>• Detailed discussion of the institutional commitment to community service, including: <ul style="list-style-type: none"> <li>o Explanation of the commitment of institutional resources to support service (for example staffing, budgeting, etc.)</li> <li>o Brief examples of this institutional culture of community service as it is integrated into campus activities (for example campus service officer, service-learning courses, or days of service)</li> </ul> </li> <li>• Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities</li> <li>• Discussion of the impact and effect of this commitment to service in the community</li> <li>• Description of the conditions in the community that drove your institution to engage in service</li> </ul>	VPs and Deans
51	Honor Roll	Students participating in curricular projects	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
52	Honor Roll	Students participating in extracurricular projects	Student Affairs, Mission & Ministry
53	Honor Roll	Number of student hours served	CE programs, Student Affairs, Mission & Ministry, OCELTS
54	Honor Roll	Number of participating faculty/staff	Faculty, CE programs
55	Honor Roll	Number of of faculty/staff hours served - curricular projects	Faculty, OCELTS

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56	Honor Roll	Number of of faculty/staff hours served - extracurricular projects	Student Affairs, Mission & Ministry
57	Honor Roll	Estimated # of individuals served	CE programs, Student Affairs, Mission & Ministry, OCELTS
58	Honor Roll	Evidence of Project Effectiveness - Other - % of community partners who agree that the benefits they receive from the partnership outweigh the costs to their agencies.	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
60	Honor Roll	See HR Ex1 1-8	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
61	Honor Roll	See HR Ex1 1-8	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
62	Honor Roll	# of students participating in SL	Colleges, Faculty
63	Honor Roll	# students who served, not counting SL	Student Affairs, Mission & Ministry
64	Honor Roll	# student who served TOTAL	OCELTS
65	Honor Roll	# student served >20 hours per term	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
66	Honor Roll	Total hours served by all students	OCELTS
67	Honor Roll	Institutional Support - Represented in mission statement or strategic plan	Cabinet
68	Honor Roll	Institutional Support - Internal budgetary allocations	VP Offices, Strategic Planning Committee, Colleges
69	Honor Roll	Institutional Support - # full-time staff responsible for CE	VP Offices, Strategic Planning Committee, Colleges
70	Honor Roll	Institutional Support - Offer scholarships for CE	Enrollment Management
71	Honor Roll	Institutional Support - # of SL courses	Colleges, Faculty
72	Honor Roll	Institutional Support - Any majors require SL	Academic Departments



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73	Honor Roll	Institutional Support - CE in promotion, tenure, grants	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
74	Honor Roll	Institutional Support - Carnegie Classified	OCELTS
75	Honor Roll	Government Support - Fed, state, local programs	Grants & Sponsored Programs, Faculty, CE Programs
76	AJCU	# of undergrad students who participate in service on a regular basis	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
77	AJCU	% of total undergrad population who participate if # is unduplicated	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
78	AJCU	Annual undergrad cumulative hours of participation	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
79	CE KPI	# of dept/programs w/SL courses	Colleges, Academic Departments
80	CE KPI	% of FT Inst. fac offering SL course	Colleges, Academic Departments
81	CE KPI	# of students participating in SL	Colleges, Academic Departments
82	CE KPI	# of graduating seniors w/academic SL experience prior to graduating	Colleges, Academic Departments
83	CE KPI	# community partners meeting sustainability standard	Colleges, Faculty, Student Affairs, Mission & Ministry, OCELTS
84	CE KPI	% of FWS earned through community service	Financial Aid, Human Resources, OCELTS
85	CE KPI	% of SL students with increased interest in addressing root causes of social problems	OCELTS, CE Faculty Advisory Committee
86	CE KPI	# of student organizations with community engagement as their primary purpose	Student Affairs, Mission & Ministry

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87	CE KPI	\$ spent that ultimately benefited community	Finance
88	CE KPI	% of Carnegie Community Engagement standards met	OCELTS
89	CBFWS	% of Federal Work Study allocation for CE > 7 (CBFWS)	Financial Aid, Human Resources, OCELTS
90	CBFWS	CBFWS wages as % of federal work study allocation	Financial Aid, Human Resources, OCELTS
91	CBFWS	CBFWS wages paid	Financial Aid, Human Resources, OCELTS
92	CBFWS	% of CBFWS employers based in community	Financial Aid, Human Resources, OCELTS
93	CBFWS	# of students participating in CBFWS	Financial Aid, Human Resources, OCELTS