The Language of Community Engagement

(Key Terms and Proposed Definitions: From Virginia Commonwealth University Council for Community Engagement)

Terms*	Definitions
Community	A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender or sexual orientation.[2]
Partnership	Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.[1]
Community Outreach	The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.[1]
Community Engagement	The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.[1]
Community-Engaged Scholarship	The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.[3, 4]
Community-Engaged Service	The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.[1, 6]
Community-Engaged Teaching/ Learning	A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical pratica.[1, 7]
Community-Engaged Research	A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.[5, 8, 9]

Appendix 3: Indicators of Engagement[1]

Indicators of Engagement to be measured across various Dimensions of Engagement: University, College, Departments, Faculty, Staff, Students, and Community.	
I. Indicators of Institutional Culture:	**Sample Outcome Measures**
1) Mission and purpose that explicitly articulates a commitment to the public purposes of higher education.	1) A clear mission and vision to Public Engagement either embedded within UNC's mission and vision or stated elsewhere.
2) Administrative and academic leadership (president, trustees, provost) that is in the forefront of institutional transformation that supports civic engagement.	2) A CEO or other academic leader, who reports directly to the Provost and President and who overviews, supports and facilitates campus engagement initiatives.
II. Indicators of Curriculum & Pedagogy:	**Sample Outcome Measures**
3) Disciplines, departments, and interdisciplinary work have incorporated community-based education allowing it to penetrate all disciplines and reach the institutions academic core.	3) Courses are coded Community Based (CB) or Public Engagement (PE) and clearly identifiable to students and others in the catalog as such; most programs have at least one CB course
4) Teaching and learning incorporate a community-based, public problem-solving approach to teaching and learning.	4) Quality control measures for CB/PE course learning outcomes are in place; mechanisms for community partner evaluation exist
III. Indicators of Faculty Culture:	**Sample Outcome Measures**
5) Faculty development opportunities are available for faculty to retool their teaching and redesign their curricula to incorporate community-based activities and reflection on those activities within the context of the course.	5) Each year approx. 10 faculty will participate in the Engaged Faculty Institute; initial emphasis on support for faculty from within programs to build Engaged Departments.
6) Faculty roles and rewards reflect a reconsideration of scholarship that embraces a scholarship of engagement that is incorporated into promotion and tenure guidelines and review.	6) Engaged scholarship and the scholarship of engagement are clearly listed, understood and acknowledged in the annual evaluation and promotion and tenure process.
IV. Indicators of Mechanisms & Resources:	**Sample Outcome Measures**
7) Internal resource and budget allocations are adequate for establishing, enhancing, and deepening community-based work on campus – for faculty, students, and programs that involve community partners.	7) Internal awards and mini grants (3-10K) for engaged teaching and learning, and engaged scholarship are available. Funding and support for start up programs and partnerships are available when directly linked to engaged instruction or research.
8) Support structures and resources in the form of visible and easily accessible mechanisms (i.e., centers, offices) on campus to assist faculty with community-based teaching and to broker community partnerships.	8) Establishment of a fully functional office for UNC engagement initiatives. Longer term might include satellite offices in local or global communities where partnerships exist.
9) Coordination of community-based activities ensures the deliberate, strategic connection of various forms of engagement, including student service, service-learning, community-based research, and other community engagement activities on campus.	9) Coherent, agreed upon, criteria are used to determine the nature and assess the significance of engagement efforts for academic and co-curricular purposes; community partners are fully aware of student and faculty roles; all engagement initiatives are mutually beneficial.
10) Student voice that recognizes students as key partners in their own education and civic development and supports their efforts to act on issues important to themselves and their peers.	10) Mechanisms and procedures exist through student council, student senate or student activities that permit the development and recognition of student driven engagement projects.
V. Indicators of Community-Campus Exchange:	**Sample Outcome Measures**
11) External resource allocations made available for community partners to create richer learning environments for students and for community-building efforts in local neighborhoods.	11) Competitive awards and funds support students and community partners collaborative efforts; connected to signature and priority areas, outcomes based.
12) Community voice that deepens the role of community partners in contributing to community-based education and shaping outcomes that benefit the community.	12) Community voice is valued and recognized; feedback is routinely gathered to assess outcomes, request recommendations, and determine outstanding needs.
13) Forums for fostering public dialogue are created that include multiple stakeholders in public problem-solving.	13) In person and online communication systems facilitate open dialogue. I.e.: UNC Public Engagement Website, Community Roundtables, and regular focus groups.

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[1] Adapted from: http://www.micampuscompact.org/engagedcampus.aspx