Service-Learning Grant & Designation Program
Engaged Department Request for Proposal Academic Year 2018-2019

The Service-Learning Grant & Designation (SLG&D) program collaborates on an institutional level to create engaged departments/programs. As a part of engaged department work, the program also supports faculty who participate in high-impact pedagogies, specifically service-learning (*see course designations RFP for individual faculty guidelines).*

> An engaged department was described by Battistoni et al. (2003) as one in which the emphasis shifts from individual faculty, courses, and curricular redesign to collective faculty culture – changing the culture from one of 'my work' to one of 'our work'. Further, the engaged department is one that has shifted faculty culture toward a focus on the public work of department members. The unit not only shares a common commitment to community engagement and public scholarship, but members of the unit support each other in carrying out the best practices of these commitments. This means everything from a common set of values (a mission/vision statement, common language, presence of these values in publications and public messages, and meaningful presence in the rewards structure), to shared commitment to community partners (who may work with different actors in the unit across time), to a comprehensive and strategically-planned curriculum that integrates engagement throughout the major or academic program (Howe, DePasquale, Hamshaw, & Westdijk, 2010).

Service-learning is a [high-impact practice](#) that enhances course learning outcomes and student engagement while also addressing community-identified needs. Service-learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Service-learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities.

The goals of the SLG&D program are to:
- Engage and retain students through high-impact practices.
- Allow innovative practitioners to develop service-learning courses and departmental structures as a way of teaching and learning that leverages "community-based public problem solving that not only generates new knowledge and higher order cognitive outcomes, but develops the civic skills of critical thinking, public deliberation, collective action and social ethics" (Saltmarsh, 2002, p. viii).
- Make civic learning routine across the disciplines by supporting a departmental level civic focus.
- Support mutually beneficial and sustainable college-community partnerships on a departmental level.
- Take specific steps to make reciprocal community engagement a cultural norm.
- Support the implementation of SLCC's Civic Literacy Student Learning Outcome.

Program Guidelines
Eligible Applicants
- The SLG&D program is open to any department/program that wants to pursue the Engaged Department designation. Individual faculty may also submit new course designations as a component of an engaged department proposal but must still complete the [individual course designation RFP.](#)
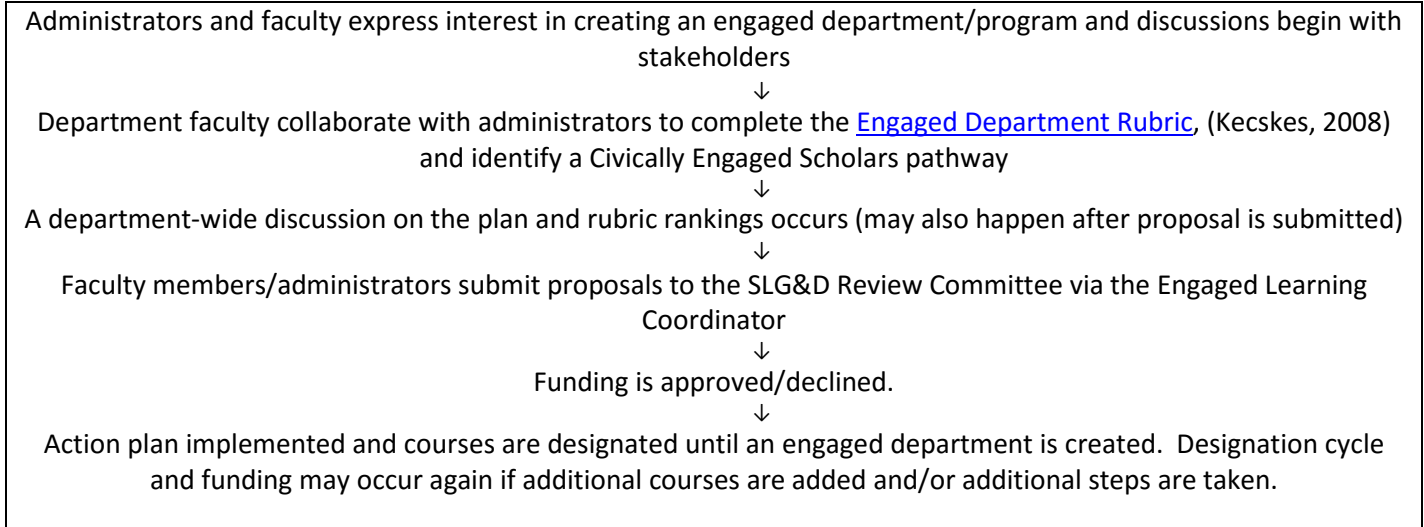
Categories of Supported Projects
Engaged Department:
- Individual departments and programs can apply for engaged department status. Up to $5,000 of funding may support faculty payments for service-learning course development and research, professional

development, and/or department retreats to facilitate action plans, or create publication content. Faculty fellows funding is also available. For example, a lead faculty member might establish a departmental community engagement committee that distributes an engagement newsletter, creates service-learning faculty resources/a web presence, and/or establishes departmental-wide community partnerships. Matching funds from the department are encouraged. Please note faculty will only be paid once for designating individual courses.

Process for Engaging Departments

Administrators and faculty express interest in creating an engaged department/program and discussions begin with stakeholders
↓
Department faculty collaborate with administrators to complete the Engaged Department Rubric, (Kecskes, 2008) and identify a Civically Engaged Scholars pathway
↓
A department-wide discussion on the plan and rubric rankings occurs (may also happen after proposal is submitted)
↓
Faculty members/administrators submit proposals to the SLG&D Review Committee via the Engaged Learning Coordinator
↓
Funding is approved/declined.
↓
Action plan implemented and courses are designated until an engaged department is created. Designation cycle and funding may occur again if additional courses are added and/or additional steps are taken.

Proposal Outline for an Engaged Department and Requirements

Proposals must adhere to the following outline:
1. **Cover Page**, including all required signatures in *Appendix A*.
2. **Proposal Narrative**, (see rubric in *Appendix B* for detailed guidelines for proposals):
   a. How will you engage faculty and other stakeholders using the Engaged Department Rubric (Kecskes, 2008)? Please use the rubric as a guideline to create your proposal but the following items should be included:
      - How does the department's mission and culture support community engagement? What organizational and departmental leadership support exists for community engagement?
      - Is there a department-wide definition of community engagement and an overall climate and culture that is supportive of service-learning?
      - How are faculty involved in community engagement? What curricular integration exists? Are there incentives to teach with service-learning?
      - What community partners and partnership support exists? Why were specific partners chosen? You should use Thayne Center for Service & Learning (TC) official community partners, or have an affiliate agreement or other type of contract on file. To find TC partners log into SLCCsync database (*use MySLCC credentials).* There are benefits to using TC partners.
      - How are students involved? What courses will be included in the Civically Engaged Scholars pathway? Are students generally aware of community engagement opportunities?
   b. Please provide an outline of proposed costs, including payments for faculty and if available, matching funds.
   c. Please provide an engagement/service-learning professional development plan.

Proposal Submission

Submit proposals electronically or via hard copy and deliver to CT 252/254. Please direct any questions and submissions to: Lucy Smith, Engaged Learning Coordinator, at 801-957-4688 or lucy.smith@slcc.edu.

Deadlines & Approval Process

Fall 2018
- **July 2018**—Request for Proposals released
- **September 10, October 4, October 29**—Proposal deadlines
- **Awards announced** on a rolling basis
- **Between September-December**-Faculty meet at least once with the Engaged Learning Coordinator to discuss the proposal and SLG&D committee suggestions
- Department implementation can begin any time after the proposal is accepted

Spring 2019
- **February 4, March 4, April 8**— Proposal deadlines
- **Awards announced** on a rolling basis
- **Between February-May**—Faculty members meet at least once with the Engaged Learning Coordinator to discuss the course and SLG&D committee suggestions
- Department implementation can begin any time after the proposal is accepted

Events, and Consulting Opportunities

Service-Learning Professional Development

There are professional development events offered as a consulting service for faculty and administrators who wish to brainstorm elements of their designation proposal. Attendance is optional. The Engaged Learning Coordinator and the Community Partnerships Coordinator are also available for individual appointments. Faculty register for events and training via MySLCC/Employee/Register for Training/Office of Learning Advancement.

- **Service-Learning Professional Development Series (SLPDS)** course from September 17 through November 21, 2018 and January 21-April 8, 2019.
- **Service Panel and Community Partner Networking**-October 3, 2018 from 12:00 p.m.-1:30 p.m. Redwood Campus AAB 135
- **Community Partner Stories-**February 1, 2019-South City Campus TBD
- **Engaged Faculty Institute-**May 9, 2019 from 9:00 a.m.-4:00 p.m. location TBD

Evaluation Criteria & Procedure

The SLG&D committee reviews all proposals based on merit and/or on the criteria stated in *the rubric*.   Engaged department proposals are judged on a case-by case basis. Only a limited number of funding grants are awarded for exemplary proposals. The SLG&D review committee is comprised of full-time and adjunct service-learning practitioners and community partner organization representatives who have significant knowledge of service-learning pedagogy. Reviewers are not applicants and do not hold a vested interest in the proposals.

Disclaimer Regarding Curriculum

The purview of the SLG&D committee is to verify that a proposed engaged department and service-learning experiences are viable experiences; meaning they are academically rigorous, beneficial to students and community partner organizations, and are in line with best practices of the pedagogy. It is the decision of departments and divisions, in partnership with faculty members, to support these teaching practices and to support the creation of service-learning courses, domestic off-campus programs, and engaged departments.

Service-Learning Grant & Designation Program

Appendix A: Service-Learning Engaged Department/Program
Proposal Cover Page

Department or Program _____

Lead Applicant Name: _____

Lead Applicant Title: _____ **S#:** _____

Applicant Phone(s): _____   _____
                                    (campus extension)   *(alternative number)*

Applicant E-mail: ☐   SLCC Outlook email account or _____
                                                                                                (alternative account)

Proposal Details:

      Engaged Department rubric review team

      _____
      _____
      _____
      _____

      List of proposed Civically Engaged Scholar pathway courses. Indicate which are currently designated with service-learning.

      _____
      _____
      _____
      _____

Signature of Lead Applicant: _____   _____
                                                                                                                            (date)

I understand the departmental/program plan will be fine-tuned, in coordination with the Engaged Learning Coordinator.

By signing this I acknowledge that if the proposal is approved it may involve funding for faculty and faculty load has been considered. The department receives the funding that adjunct faculty are awarded. The department is responsible for processing adjunct faculty payments via an hourly timesheet.

Required Approvals:

_____   _____
(Department/Division Chair/Associate Dean)   *(date)*

_____   _____
(Department/Division Chair/Associate Dean)   *(date)*

Appendix B: CREATING COMMUNITY-ENGAGED DEPARTMENTS: SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF COMMUNITY ENGAGEMENT IN ACADEMIC DEPARTMENTS

DIMENSION I: MISSION AND CULTURE SUPPORTING COMMUNITY ENGAGEMENT

Primary components for institutionalizing community engagement in academic units are the development of a department-wide mission, definitions, and organizational culture for engagement that provide meaning, focus, emphasis, and support for community-engaged efforts (Holland, 2000; Zlotkowski, 2000).

DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
MISSION [1, 2, 3, 4]	The formal mission of the academic unit does not directly mention or indirectly allude to the importance of community engagement.	The formal mission of the academic unit indirectly alludes to the importance of community engagement (e.g., suggests "application of knowledge," "real-world teaching," etc.)	The formal mission of the academic unit directly mentions community engagement and may also indirectly allude to its importance (e.g., suggests "application of knowledge," etc.) yet it is not viewed as a central or primary focus area.	Community engagement is directly mentioned, highlighted and/or centrally located in the department's formal mission. Community engagement is clearly part of the primary focus area of the unit (e.g., present in planning docs)
DEFINITION OF COMMUNITY-ENGAGED TEACHING [1, 2, 4]	There is no unit-wide definition for community-engaged teaching (including definitions for the terms "service-learning" or "community-based learning").	There are generally-understood and accepted notions of community-engaged teaching that are used inconsistently to describe a variety of experiential or service activities.	There is a formal definition for community-engaged teaching in the unit, but there is inconsistency in the understanding, acceptance and application of the term.	The unit has a formal, universally accepted definition for community-engaged teaching that is applied consistently in departmental courses.
DEFINITION OF COMMUNITY-ENGAGED RESEARCH [1, 3, 4]	There is no unit-wide definition for community-engaged research (including definitions for the terms "community-based research" or "participatory action research").	There are generally-understood and accepted notions of community-engaged research that are used inconsistently to describe a variety of experiential or service activities.	There is a formal definition for community-engaged research in the unit, but there is inconsistency in the understanding, acceptance and application of the term.	The unit has a formal, universally accepted definition for community-engaged research that is understood consistently in the department.
DEFINITION OF COMMUNITY-ENGAGED SERVICE [1, 4]	Community engagement is not acknowledged as an essential component of service or professional practice.	There are generally-understood and accepted notions of community-engaged service that are used inconsistently to describe a wide variety of activities.	There is a formal definition for community-engaged service in the unit, but there is inconsistency in the understanding, acceptance and application of the term.	The unit has a formal, universally accepted definition for community-engaged service that is applied consistently as an essential component of service or professional practice.
CLIMATE AND CULTURE [4]	The organizational climate and culture of the department is not supportive of community engagement.	A few faculty/staff concur that the organizational climate and culture of the department is supportive of community engagement.	Many faculty/staff concur that the organizational climate and culture of the department is supportive of community engagement.	Most faculty/staff concur that the organizational climate and culture of the department is highly supportive of community engagement.
COLLECTIVE SELF-AWARENESS AND ACTION [4]	Faculty and staff in the unit do not collectively assess the practices of community engaged teaching, research, or service.	Infrequently, faculty and staff in the unit collectively assess the practices of community engaged teaching, research, or service and may occasionally adjust practices toward improvement.	Periodically, faculty and staff in the unit collectively assess the practices of community-engaged teaching, research or service and generally adjust practices as needed to continually improve those practices.	Regularly, faculty and staff in the unit collectively assess the practices of community engaged teaching, research, and service and proactively adjust practices as needed to continually improve those practices.

Adapted by Kevin Kecskes, Portland State University, 2008. Components based on the (1) Gelmon, Seifer et al., Building Capacity for Community Engagement: Institutional Self-Assessment, 2005;(2) the Furco Service-learning Institutionalization Rubric, 2003;(3) the Kecskes Characteristics of Engaged Departments Matrix, 2006; (4) and key informant interviews, 2008

DIMENSION II: FACULTY SUPPORT AND COMMUNITY ENGAGEMENT

One of the essential factors for institutionalizing community engagement in academic departments is the degree to which faculty members are involved in implementation and advancement of community-engaged efforts in the unit (Battistoni et al., 2003; Kecskes, 2006, 2008; Wergin, 1994, 2003).

DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
FACULTY KNOWLEDGE AND AWARENESS [1,2,3]	Faculty members do not know what community engagement is or how it can be integrated into teaching, research, or service.	A few faculty members know what community engagement is and understand how it can be integrated into teaching, research, or service.	Many faculty members know what community engagement is and can articulate how it can be integrated into teaching, research, and/or service.	Most faculty members know what community engagement is and can articulate how it can be integrated into teaching, research and/or service.
FACULTY INVOLVEMENT & SUPPORT [1,2]	Faculty members do not support or advocate for community engagement; faculty do not support for the infusion of community engagement into the unit's mission or into their own professional work.	A few faculty members are supportive of community engagement; a few advocate for integrating it into the unit's mission and/or their own professional work.	Many faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the unit's mission and the faculty members' individual professional work.	Most faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the unit's mission and the faculty members' individual professional work.
CURRICULAR INTEGRATION [4]	There are a few or no elective and no required community-based learning courses integrated into the curriculum of the major.	There are some elective, but only a few required, developmentally appropriate community-based learning courses integrated into the major curriculum.	There are multiple elective and many required, developmentally appropriate community-based learning courses integrated into the major curriculum.	The entire curriculum for the major is intentionally and consistently infused with developmentally appropriate elective and required community-based learning course requirements.
FACULTY INCENTIVES [1,2]	Within the unit, faculty members are not encouraged to participate in community engagement activities; no incentives are provided (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue engagement activities.	Faculty members are infrequently encouraged to participate in community engagement activities; a few incentives are provided (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue engagement activities.	Faculty members are frequently encouraged and are provided some incentives (mini-grants, sabbaticals, funds for scholarly conferences, etc.) to pursue community engagement activities.	Faculty members are fully encouraged and are provided many incentives (mini-grants, sabbaticals, funds for conferences, etc.) to pursue community engagement activities.
REVIEW, PROMOTION, AND TENURE PROCESS INTEGRATION [1,3]	The review, promotion, and tenure process at the departmental level does not reward community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level provides little reward for community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level modestly rewards community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level clearly and consistently rewards community-engaged research and scholarship in which a faculty member is involved in one or more mutually beneficial partnership(s) with the community.
TENURE TRACK FACULTY [1]	None of the community-engaged faculty hold tenure track positions.	A few of the community-engaged faculty hold tenure track positions.	Many of the community-engaged faculty hold tenure track positions.	Most of the community-engaged faculty hold tenure track positions.

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DIMENSION III: COMMUNITY PARTNER AND PARTNERSHIP SUPPORT AND COMMUNITY ENGAGEMENT

An important element for institutionalizing community engagement in academic departments is the degree to which the unit nurtures community partnerships and encourages community partners to play a role in advancing engagement efforts (Agre-Kippenhan & Charman, 2006).

DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
PLACEMENT AND PARTNERSHIP AWARENESS [4]	Faculty in the department can not identify community agencies where unit-related work or internship placements occur or that partner consistently with the academic unit.	Faculty in the department can identify community agencies that periodically host unit-related work sites or internship placements.	Faculty in the department can identify community agencies that regularly host unit-related work sites, community-based or service-learning courses or internship placements.	Faculty in the department can identify community agencies with which they are in sustained, reciprocal partnerships. The collaborations, based on long-term relationships and trust, are mutually beneficial, include resource and power sharing, etc.
MUTUAL UNDERSTANDING AND COMMITMENT [1, 2, 3]	There is no understanding between departmental and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is some understanding between unit and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is good understanding between departmental and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is deep, mutual understanding between departmental and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.
COMMUNITY PARTNER VOICE [1, 2]	Community partners are not invited to express their needs, goals, resources, and capacity.	Community partners are rarely invited to express their needs, goals, and capacity.	Community partners are often invited or encouraged to express their needs, goals, resources, and capacity.	Community partners are routinely invited or encouraged to express their needs, goals, resources, and capacity.
COMMUNITY PARTNER LEADERSHIP [1, 2, 3]	There are no opportunities for community partners to assume leadership roles in unit activities (e.g., serve on advisory and faculty hiring or review committees, facilitate student reflection, instruct, collaborate on research).	There are a few opportunities for community partners to assume leadership roles in core unit activities (e.g., serve on advisory and faculty hiring or review committees, facilitate reflection, instruct, collaborate on research).	There are many opportunities for community partners to assume leadership roles in core unit activities (e.g., serve on advisory and faculty hiring or review committees, facilitate student reflection, instruct, collaborate on research).	Community partners assume leadership roles in core unit activities (e.g., serve on advisory and faculty hiring and review committees, facilitate student reflection, instruct, collaborate on research).
COMMUNITY PARTNER ACCESS TO RESOURCES [1]	Community agencies do not access unit faculty and/or students as resources for their work through course-based projects, research, etc.	Community agencies rarely access unit faculty and/or students as resources for their work through course-based projects, research, etc.	Community agencies occasionally access unit faculty and/or students as resources for their work through course-based projects, research, etc.	Community agencies frequently access unit faculty and/or students as resources for their work through course-based projects, research, etc.
COMMUNITY PARTNER INCENTIVES AND RECOGNITION [1, 4]	The very few, if any, community agencies that partner consistently with the academic department are not provided incentives for their involvement in the unit's community engagement activities.	Community partners are rarely provided incentives for their involvement in the unit's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, recognition events, etc).	Community partners are occasionally provided incentives for their involvement in the unit's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, formal recognition ceremonies, etc).	Community partners are frequently provided many incentives for their involvement in the unit's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, formal recognition ceremonies, etc).

Adapted by Kevin Kecskes, Portland State University, 2008. Components based on the (1) Gelmon, Seifer et al., Building Capacity for Community Engagement: Institutional Self-Assessment, 2005;(2) the Furco Service-learning Institutionalization Rubric, 2003;(3) the Kecskes Characteristics of Engaged Departments Matrix, 2006; (4) and key informant interviews, 2008.

DIMENSION IV: STUDENT SUPPORT AND COMMUNITY ENGAGEMENT

An important element for institutionalizing community engagement in academic departments is the degree to which students are aware of and play a leadership role in the development of community engagement efforts (Zlotkowski et al., 2006).

DIRECTIONS: For each of the four components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development.

	STAGE ONE _Awareness Building_	STAGE TWO _Critical Mass Building_	STAGE THREE _Quality Building_	STAGE FOUR _Institutionalization_
STUDENT OPPORTUNITIES [1, 2, 3]	Opportunities do not exist for students in the major to engage with community; formally through courses and research endeavors, or informally through unit-sponsored student clubs and other "public work" opportunities.	A few opportunities exist for students in the major to engage with community; formally through courses and research endeavors, or informally through unit-sponsored student clubs and other "public work" opportunities.	Many opportunities exist for students in the major to engage with community; formally through required and elective courses and research endeavors, and/or informally through unit-sponsored student clubs and other "public work" opportunities.	Numerous options and opportunities exist for students in the major to engage with community; formally through required and elective courses and research endeavors, as well as informally through unit-sponsored student clubs and other "public work" opportunities.
STUDENT AWARENESS [1, 2, 3]	No students in the major are aware of community engagement opportunities because there are no coordinated and publicized, department-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc).	A few students in the major are aware of community engagement opportunities because there are some coordinated and publicized, department-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc).	Many students in the major are aware of community engagement opportunities because there are many coordinated and publicized, department-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc).	Most students in the major are aware of community engagement opportunities because there are numerous coordinated and publicized, department-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc).
STUDENT INCENTIVES AND RECOGNITION [1, 2, 4]	The department does not have any formal or informal incentive or recognition mechanisms in place for students to engage with community (e.g., community engagement notation on transcripts, scholarships, annual awards, stories on the unit website and in unit newsletters, verbal encouragement, etc).	The department has a few formal or informal incentive or recognition mechanisms in place for students to engage with community (e.g., community engagement notation on transcripts, scholarships, annual awards, stories on the unit website and in unit newsletters, verbal encouragement, etc).	The department has many formal incentive and recognition mechanisms in place for students to engage with community (e.g., notation on transcripts, graduation requirement, scholarships, annual awards, etc). There are a few informal mechanisms in place (e.g., stories on the unit website and in unit newsletters, verbal encouragement).	The department has numerous formal incentive and recognition mechanisms in place for students to engage with community (e.g., notation on transcripts, graduation requirement, scholarships, annual awards, etc). There are many informal mechanisms in place (e.g., stories on the unit website and in unit newsletters, verbal encouragement).
STUDENT VOICE, LEADERSHIP & DEPARTMENTAL GOVERNANCE [3, 4]	There are no opportunities for students to exercise formal governance roles, including advising or leading community engagement activities associated with the department of their major.	There are a few opportunities available for students to exercise formal governance roles, including advising or leading community engagement activities associated with the department of their major.	There are many opportunities available for students to exercise formal governance roles, including advising or leading community engagement activities associated with the academic department of their major.	Numerous options and opportunities exist for students to assume formal governance roles, including advising or leading community engagement activities associated with the academic department of their major.

DIMENSION V: ORGANIZATIONAL SUPPORT FOR COMMUNITY ENGAGEMENT

In order to institutionalize community engagement in academic departments the unit must invest substantial resources and support toward the effort (Wergin, 2003).

DIRECTIONS: For each of the eight components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development.

.	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
ADMINISTRATIVE SUPPORT [1, 2, 4]	The department head/chair does not understand community engagement.	The department head/chair has some understanding of community engagement.	The department head/chair mostly understands and supports community engagement.	The department head/chair fully understands and supports community engagement.
FACILITATING ENTITY [1, 2, 4]	There are no facilitating structures in place to support unit faculty, staff, students, and/or community constituencies in the implementation or advancement of community engagement.	A small amount of facilitating assistance is available to unit faculty, staff, students, and/or community constituencies in the implementation or advancement of community engagement.	Multiple, regularly available, yet informal facilitating structures are in place to assist unit and community constituencies in the advancement of community engagement (e.g., staff point person, engagement database, etc.).	There is a well known and used, formal facilitating structure (e.g., committee, staff liaison, databases, etc.) that assists unit and community constituencies in the advancement of community engagement.
EVALUATION & ASSESSMENT [1, 2, 3]	There is no systematic effort in place to account for the number or quality of community engagement activities occurring in the unit.	An initiative to account for the number and quality of engagement activities taking place throughout the unit has been proposed.	A systematic effort to account for the number and quality of community engagement activities has been initiated. Data feedback mechanisms are in place.	A systematic effort is in place to account for the number and quality of engagement activities. Data feedback mechanisms are well used.
DEPARTMENTAL PLANNING [1, 2, 4]	The unit does not have a formal plan for advancing community engagement in the department.	A few short- and long-range goals for engagement exist, yet they are not formalized into a unit plan.	Many short- and long-range goals for community engagement exist, yet they are not formalized into a unit plan.	Multiple goals for community engagement are formalized into an official unit planning document.
FACULTY RECRUITMENT AND ORIENTATION [1, 4]	Community engagement is absent in advertising materials, interview protocols, letters of offer, and orientation and training activities for new unit faculty and staff.	Community engagement appears inconsistently in advertising materials, interview protocols, letters of offer, and orientation activities for new unit personnel.	Community engagement regularly appears in advertising materials, interview protocols, letters of offer, and orientation activities for new unit faculty and staff.	Community engagement is prominent in advertising materials, interview protocols, letters of offer, and orientation activities for new unit faculty and staff.
MARKETING [4]	Community engagement does not appear in unit marketing materials (e.g., websites, promotional brochures, etc).	Community engagement inconsistently appears in unit marketing materials (e.g., websites, promotional brochures, etc).	Community engagement appears regularly in unit marketing materials (e.g., websites, promotional brochures).	Community engagement appears prominently and consistently in unit marketing materials (e.g., websites, promotional brochures, etc).
DISSEMINATION OF COMMUNITY ENGAGEMENT RESULTS [1]	No efforts have been made to share results of activities through diverse venues (e.g., community forums, web sites, presentations, articles, etc).	A few results of community engagement activities are shared through diverse venues (e.g., community forums, web sites, presentations, journal articles, etc).	Many results of community engagement activities are shared through diverse venues (e.g., community forums, web sites, presentations, journal articles, etc).	There are extensive efforts to share results of community engagement activities through diverse venues (e.g., community forums, web sites, presentations, journal articles, etc).
BUDGETARY ALLOCATION [2, 3, 4]	There are no hard or soft (e.g., grants) funding sources that support the unit's community engagement activities.	Engagement is supported primarily, but not exclusively by soft funding (e.g., grants) from non-institutional sources.	Engagement is substantially supported in the unit's budget by both soft money from sources outside the institution and the unit's hard (internal) funding.	The unit's community engagement activities are supported primarily by hard (institutional) funding from the unit's budget.

Adapted by Kevin Kecskes, Portland State University, 2008. Components based on the (1) Gelmon, Seifer et al., Building Capacity for Community Engagement: Institutional Self-Assessment, 2005;(2) the Furco Service-learning Institutionalization Rubric, 2003;(3) the Kecskes Characteristics of Engaged Departments Matrix, 2006; (4) and key informant interviews, 2008.

DIMENSION VI: LEADERSHIP SUPPORT FOR COMMUNITY ENGAGEMENT

An important element for gauging the institutionalization of community engagement in academic departments is the degree to which faculty in the unit exercise leadership toward that end at the unit, campus, and national levels (Morreale & Applegate, 2006).

DIRECTIONS: For each of the three components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development.

	STAGE ONE _Awareness Building_	STAGE TWO _Critical Mass Building_	STAGE THREE _Quality Building_	STAGE FOUR _Institutionalization_
DEPARTMENT LEVEL LEADERSHIP [1,2]	None of the highly respected, influential faculty members in the unit supports community engagement activities in the unit (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts).	The department chair and/or a few of the highly respected, influential faculty members in the unit support community engagement activities in the unit (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts).	The department chair and/or many of the highly respected, influential faculty members in the unit strongly support and advocate for community engagement activities in the unit (e.g. support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts, etc).	The department chair and/or most of the highly respected, influential faculty members in the unit strongly support and advocate for community engagement activities in the unit (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts, etc).
CAMPUS LEVEL LEADERSHIP FROM DEPARTMENTAL FACULTY [1,2]	None of the faculty from the unit advocates for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees, etc.	A few of the faculty from the unit advocate for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees, etc.	Many of the faculty from the unit advocate for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees.	Most of the faculty from the unit advocate for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees.
NATIONAL LEVEL LEADERSHIP FROM DEPARTMENTAL FACULTY [4]	None of the faculty in the unit demonstrates national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	A few of the faculty in the unit demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	Many of the faculty in the unit demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	Most of the faculty in the unit demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group leadership, integrating into conference planning committees, etc).