

**Utah State University
Community-Engaged Departments & Programs
Self-Assessment**

To obtain the Community-Engaged Department/Program Designation, a department must show they have developed a culture that rewards and encourages community-engaged work completed by students, faculty, and staff. Department/Program policies should include community engagement language, and engagement opportunities should be blended into research, academic, and co-curricular work. The following self-assessment can be used to determine if your department/program qualifies for USU's Community-Engaged Department/Program Designation:

This self-assessment builds upon existing work by Kecskes (2006) and Campus Compact.

X	Policy / Perspective: CE departments or programs <u>must</u> meet criteria in bold , and a minimum of 2 additional criteria	Notes
	<p>Community engagement is tracked and assessed systematically.</p> <ul style="list-style-type: none"> • Department utilizes campus-wide reporting mechanisms such as AggiePulse or can make their data available to the Center for Community Engagement for outside reporting such as the Carnegie Community Engagement Classification. 	
	Community/civic engagement or community-based learning is referenced in department/program documents such as mission statements, learning objectives, or strategic plans.	
	<p>Faculty, staff, students, and outside observers can see that community engagement is part of the department's mission and identity.</p> <ul style="list-style-type: none"> • Marketing materials, department leaders, and faculty articulate a consistent message about the importance of community engagement for their department. • Engagement is used as a recruiting tool. • Community-engaged research results and project successes are shared and celebrated. 	
	<p>Faculty are recognized for community engagement work (research, teaching, and co-curricular) and encouraged (funding, tenure & promotion, etc.) to engage in these practices.</p> <ul style="list-style-type: none"> • Faculty in the unit are encouraged to pursue research initiatives that are applied or have a clearly defined application in a community setting. • Faculty understand how to document their community work for tenure & promotion. • Hiring announcements include text to indicate commitment to community engagement, and candidates practicing community engagement are recognized. 	
	Faculty and staff are offered time off for curricular, research, or co-curricular community engagement related activities, or department completes community projects together annually.	
	The unit regularly collaborates and shares best practices, engagement opportunities and lessons learned (i.e. lesson plans, project Scopes of Work, partner information, and multi-disciplinary project opportunities).	

X	Academic Engagement: CE departments or programs <u>must</u> meet criteria in bold , and a minimum of 2 additional criteria.	Notes
	<p>A minimum of 10% of courses offered through department/program contain a Community-Engaged Learning component and are designated Community-Engaged Learning (CEL).</p> <ul style="list-style-type: none"> • The department acknowledges the workload in preparing for and teaching a CEL-designated class. • Designated courses are offered regularly and taught by a number of faculty members. 	
	Faculty are encouraged to pursue research initiatives that engage community, have application within a community setting, and/or assess the benefits of community engagement in higher education.	
	Students are involved in community-based research projects, either within or outside the classroom.	
	Departmental funding for academic or research-oriented activities recognizes community engagement as a valued element of the academic experience at USU.	

	Faculty are permitted to attend and use department funds for conferences, workshops, or events that have a community engagement element.	
	<p>Community partners are viewed as co-educators in the education of students and mechanisms are in place to ensure reciprocity in partnerships. (Departments/Programs are encouraged to utilize the existing CCE Letter of Agreement rather than developing their own mechanisms to cover possible liability concerns.)</p> <ul style="list-style-type: none"> Community partners understand their role in project development and implementation; how to access resources through the department/program; and have regular opportunity to provide feedback to the department/program. 	

X	Co-Curricular Engagement: CE departments or programs <u>must</u> meet a minimum of 2 of the following criteria.	Notes
	Students understand why they are involved in community-based work and gain professional skills and experience through engagement opportunities.	
	<p>Community-based experiences for majors or within degree programs are required.</p> <ul style="list-style-type: none"> Capstone experience must include a community focus Majors must complete a set number of unpaid community-based hours 	
	Student-run organizations and clubs are encouraged to require a community engagement component.	
	<p>AggiePulse is utilized for tracking and assessment of engagement experiences.</p> <ul style="list-style-type: none"> Students understand how to find community opportunities through AggiePulse. Faculty require CEL courses to log hours and are aware of how to find opportunities. 	
	<p>Students in the major have multiple formal and informal opportunities.</p> <ul style="list-style-type: none"> Global experiences or fieldwork are offered for students while completing their requirements within the department. Information about community engagement opportunities outside of the department is made available to students (e.g., COSAS, AmeriCorps, volunteer opportunities) 	
	The department can identify long-term partnerships with community organizations/agencies through both curricular and co-curricular engagement.	

Completed forms should be submitted to the USU Center for Community Engagement for review and approval. For assistance, please contact Nelda Ault-Dyslin at nelda.ault@usu.edu or visit TSC 318.