



The Carnegie Foundation for the Advancement of Teaching Elective Classification for Community Engagement

2026 First Time Documentation Framework

SECTION 1: Applicant's Contact Information

1. Official Institution Name as Submitted in IPEDS
 - a. Is this application for:
 - i. A single-campus institution applying for endorsement or A multi-campus institution applying for endorsement of multiple campuses. Note, if this application is for a multi-campus institution, evidence of institutional commitment to community engagement must demonstrate commitment on each campus of the institution.
 - ii. A multi-campus institution applying for endorsement of one campus
 - b. (1) - Enter Campus IPEDS Unit ID
 - c. (2) - Name of specific campus for which endorsement is being sought.
 - d. **Institutional Type (check all that apply)**
 - AANAPISI
 - Academic Medical Institution
 - ANNH
 - HBCU
 - HSI
 - Land Grant
 - NASNTI
 - PBI
 - Two-Year Institution
 - Four-Year Private
 - Four-Year Public
 - Urban
 - Suburban
 - Rural
2. Person Filling Application
 - a. First Name
 - b. Last Name
 - c. Email Address
 - d. Phone
 - e. Title

3. Official Institutional Mailing Contact
 - a. Institutional Mailing address 1
 - b. Institutional Mailing address 2
 - c. City State
 - d. Zip Code
 - e. Phone Number
 - f. Email Address
 - g. President/Chancellor's Name
 - i. First Name
 - ii. Last Name
 - h. President/Chancellor's Email Address
 - i. Chief Academic Officer's Name
 - i. First Name
 - li. Last Name
 - j. Chief Academic Officer's Email Address

The following information will be automatically included in the application if an IPEDS Unit ID is entered in Question 1. If a campus does not have an IPEDS Unit ID (a multi-campus institution applying for one campus), then the campus will manually enter the data for their single campus.

4. Full-Time Undergraduate Equivalent Enrollment
5. Full-Time Graduate Equivalent Enrollment
6. Number of Full-Time Equivalent Staff
7. Number of Full-Time Equivalent Faculty

Section 2: Campus, Community, and Community Engagement Context

1. Describe your institution in a way that will help provide a context to understand how community engagement is envisioned and enacted. Include descriptions of the institution and community. If your institution has multiple campuses, please describe each campus for which you are seeking endorsement. (**Maximum word count 1,000 per response below.**)
 - a. Region; founding and history; current institutional mission; institutional culture; types of degree programs; and demographics of student, faculty, and staff populations
 - b. Leadership priorities, vision, and strategic plan, initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement
 - c. Describe the communities to which the institution is accountable to, including community characteristics, community priorities, and the relationship of the community to the institution.

2. Describe the institutionally sanctioned definition of community engagement and related terms. **(Maximum word count: 500 per response.)**

- a. List the terms and definitions here that provide the institutional standards for community engagement. Provide context for the creation of the definition and standards of high-quality community engagement, including how it was determined and approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. Additionally, you can provide a website link where the institution-wide definition of community engagement appears. **You may skip "b" below if you answer "a" here. Proceed to "b" if unable to answer "a".**
- b. If your campus does not have an institutional definition of community engagement, are there definitions and standards provided within a unit or division that are used to define community engagement? If so, list the terms and definitions for high quality community engagement. **If you answered "a", skip.**

3. Describe how the institution ensures that students, faculty, staff, and community partners have equitable access and opportunity to community engagement activities and partnerships. Equitable access and opportunity require focused efforts to address systems and structures that create barriers to participation. **(Maximum word count of 500 per response below.)**

- a. Describe the relevant contexts—both within the institution as well as beyond (local, regional, national)—that shape how equitable access and opportunity in community engagement is defined, discussed, planned, enacted, and held accountable on your campus.
- b. Describe institutional systems and structures that address equitable access and opportunity in community engagement for students, faculty, staff, and community partners. This may include, infrastructure, programs or initiatives, policies, procedures and practices, staffing, office, finance, network or coalition of centers, campus climate survey, hiring/recruitment etc.
- c. Describe how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning and collective goals.
- d. Describe the resources made available to community partners that support community engagement (e.g., professional development, compensation, materials, space, acknowledgement, awards).
- e. In what ways does the campus collect information from partners to ensure accountability to the community—in particular reciprocity, mutual benefit, and respect?

4. Describe the infrastructure to support and advance community engagement. **(Maximum word count 500 per response.):**
- a. Title of the campus-wide coordinating infrastructure(s) (center, office, network or coalition of centers, etc.), as well as reporting structure, staffing, and purpose and goals to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.
 - b. Internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.
 - c. List any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.
5. Describe how community engagement efforts have been impacted and shaped by recent local, national, and/or global events, such as the COVID-19 pandemic, greater attention to racial and social justice, the crisis of decreasing trust in democracy and institutions, and natural disasters. **(Maximum word count 500.)**
6. Describe how the institution tracks and assesses engagement with communities. Be sure to describe: **(Maximum word count 500 per response below.)**
- a. How the institution maintains systematic campus-wide tracking of engagement with the community, including the purpose for tracking, what data is collected, what systems are used to track data, who is responsible for collected data, how often data is collected, and how data is used. **(Maximum word count 500.)**
 - b. Any campus-wide assessments or self-studies of community engagement (not including this application) that has taken place in the last five years, including the purpose for the assessment or self-study, what data were collected, who was responsible for conducting the assessment or self-study, how is the assessment or self-study were used. **(Maximum word count 500.)**

(Maximum word count 500 per response.)

SECTION 3: Institutional Identity and Culture

1. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promotes community engagement as a priority. **(Maximum word count 500.)**
2. Provide a letter from the president/chancellor or provost (vice president for Academic Affairs) that includes the following: **(Maximum word count 500.)**
 - Their perception of where community engagement fits into their leadership of the institution,
 - A description of community engagement's relationship to the institution's core academic identity, strategic direction, and practices, and
 - How community engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR provide a web link.

3. Describe how community engagement is emphasized as part of the institution's brand message identity or framework. **(Maximum word count 500.)**
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SECTION 4: Quality of Community Engagement Relationships and Academic Partnerships

High-quality community engagement partnerships are mutually beneficial, reciprocal and asset-based. Mutual benefit is the assurance that all parties involved achieve outputs and/or outcomes that serve their interests. Reciprocity includes all partners, especially community partners and students, as thought-partners and collaborators who help decide and inform the direction, activity, assessment, and dissemination of the partnerships' efforts. Asset-based is recognizing and valuing the knowledge, capacities, resources, and resilience of all partners, especially community and student partners.

1. Describe specific systematic actions, strategies and assessments that are used to ensure the institution, academic units (colleges, departments), and faculty and staff are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships. Be sure to describe: **(Maximum word count 500.)**
 - a. What activities and strategies are used to include community partners reciprocally for mutual benefit and collective action?
 - b. How do these activities and practices encourage authentic collaboration and reciprocity with community partners?

- c. In what ways does the institution collect and share feedback and assessment of academic community partnerships and shared goals to deepen, understand and improve reciprocity, mutual benefit, and asset-based engagement?

2. Describe at least five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of the campus—which includes teaching, learning, and research, and illustrate both the breadth and depth of community engagement during the most recent academic year.

Please keep in mind that you will be requested to offer a list of community partners who will receive a partnership survey after submission of the application. All partners from this section should be included in the partner survey specified in section 10.

Campus questions for each partnership:

- Project/Collaboration Title
- Community Partner Name
- Community Partner Contact
- Name of community organization/group
- Campus Partner (person, program, department, center, etc.)
- Purpose of the Community-Campus Partnership
- Provide one example as to how reciprocity and mutual benefit are enacted through the partnership
- Length of Partnership
- Number of faculty involved
- Number of staff involved
- Number of students involved annually
- Titles of Courses Linked to Partnership
- Grant funding, if relevant
- Research projects linked to partnership, if relevant
- Impact on the community
- Impact on the campus

SECTION 5: Faculty and Staff

1. Check all of the community engaged resources and support services for faculty in any employment status (tenured/tenure track, adjunct/clinical/non-tenure track, and part/full time) and/or staff who seek to develop or deepen community engaged approaches and methods. Topics may include but are not limited to the following:

- Student teaching assistants, student fellows and reflection leaders
- Community partners research ethics training
- Community advisory boards, fellows and councils
- Faculty/staff fellows, mentors and liaisons
- Support and identify potential community academic partners
- Funding support for professional development, conference, or travel
- Support for peer-reviewed publishing about community engagement
- Support for seeking external funding (grants, foundations, contracts)
- Internal grants for curriculum development and/or scholarship
- Engaged learning website, library and/or guidebook
- Online learning modules that can be imbedded into courses and/or programs
- Student transportation assistance
- Other: Please describe

Describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. **(Maximum word count 500 per topic.)**

2. Check all of the community engaged **professional development** programs for faculty and staff that are provided. These programs provide educational training to improve community engagement across faculty and staff roles. Topics may include but are not limited to the following:

- Syllabus development and implementation planning
- Partnership initiation, development, management, assessment planning
- Remote/on-line community engagement (curricular or co-curricular)
- Inclusion of community engagement in evaluation criteria of student learning outcomes
- Participation on learning communities, writing retreats, engaged learning institutes related to community engagement
- Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement
- Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers
- Global and intercultural community engagement
- Climate and Sustainable Development Goals connected to community engagement
- Social innovation, entrepreneurship and economic engagement
- Engaged learning webinars and workshops
- Other: Please describe

Describe three of the topics that have been checked off above in the text box underneath the selected topic, including the purpose, audience, activities, and results. Include which

offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. **(Maximum word count 750 per topic.)**

3. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for faculty/staff that partake in academic community engagement. **(Maximum word count 500.)**

4. Provide five to 10 examples of staff scholarship (conference presentation, publication, consulting, awards, etc.). A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement **(Maximum word count 1,000. Web links can be provided as part of the description.)**

5. Provide five to 10 examples of faculty scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement **(Maximum word count 1,000. Web links can be provided as part of the description.)**

6. Provide five to 10 examples of student scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement **Please clarify if the work highlighted is undergraduate or graduate student scholarship. (Maximum word count 1,000.) Web links can be provided as part of the description.**

7. Describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. How is data used to improve programs and outcomes? **(Maximum word count 500.)**

8. Indicate the campus approach to faculty promotion and/or tenure: (Check all that apply)

- My campus has a contract or tenure track structure rather than a tenure and promotions structure.
- My campus has a tenure and promotion structure defined at the department level.
- My campus has a tenure and promotion structure defined at the school level.
- My campus has a tenure and promotion structure defined at the institutional level.

9. Describe policies and practices that support faculty community engagement at your institution, such as search and recruitment, annual review, reappointment, bonuses, and/or merit pay. Do NOT include promotion and/or tenure policies in this response. Specify if these

policies are different for faculty of different employment statuses (i.e., tenured/tenure track, adjunct/clinical/full time non-tenure track, and part/full time.)(**Maximum word count 500.**)

10. Describe the policies for faculty promotion (at tenure-granting campuses) from all levels of the institution (campus, college or school, department) that specifically reward faculty community-engaged scholarship. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well. Describe the pervasiveness of the policies outlined in question. For example, are they practiced across the institution? By most departments? By a few? (**Maximum word count 500.**)

11. If your campus rewards community engagement in promotion and tenure policies (at tenure-granting institutions) please address the following, where applicable:

A. Describe how policies reward faculty for community engaged teaching and learning, research, creative activity, and service. Provide examples of policy descriptions that support community engagement in each of the faculty roles below: (**Maximum word count of 500 words per response**)

- i. Community engaged teaching and learning (**Maximum word count 500.**):
- ii. Community engaged research and creative activity (**Maximum word count 500.**):
- iii. Community engagement as a form of service (**Maximum word count 500.**):

B. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service. Describe the pervasiveness of the policies. (**Maximum word count 500.**)

C. If your campus has revised its policies specifically to incorporate community engagement, describe when the revisions occurred and the process that resulted in the revisions. (**If policies have not been revised, skip to “D”.**) (**Maximum word count 500.**)

D. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, human resources, community engagement center director, or other key leaders in revising promotion and tenure guidelines to reward faculty scholarly work that uses community engaged approaches and methods. (**Maximum word count 500.**)

E. Describe any products resulting from the revision process, i.e., internal papers, public documents, reports, policy recommendations, etc. (**Maximum word count 500.**)

12. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (e.g., adjunct, full-time contract, tenure track, tenured, etc.). **(Maximum word count 500.)**

SECTION 6: Curricular Engagement

The questions in this section use the term “community engaged courses” to denote academically based community engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

1. Describe the institutional-wide definition and standards used for community engaged courses, be sure to provide examples of: **(Maximum word count 500 per response)**
 - a. Institutional, departmental, and/or programmatic definitions, learning outcomes, standards, and/or required components
 - b. Process for ensuring that the standards for community engagement are part of the course design (e.g., course designation, curriculum review)
 - c. How student learning outcomes are assessed. Explain any changes to coursework that occurred as a result of assessment activities

2. Describe how community engagement is integrated into traditional curricular structures. These may include, core courses, capstone/senior-level project, first-year course/sequence, general education, in the majors/departments, minors, graduate courses, or medical education, training or residencies. Provide at least two but not more than four examples. **(Maximum word count 500.)**

3. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program.

These may include, but are not limited to: **Student Research, Student Leadership, Internships, Co-ops, Career exploration, Study Abroad/Study Away, Alternative Break tied to a course, or a Campus Scholarship Program.** Provide one to two examples. **(Maximum word count 500.)**

4. Describe how your campus tracks and assess curricular engagement, and how students gain access to and participate in community engaged courses. **(Maximum word count 750.)**

- a. How is community engaged course data gathered, by whom, with what frequency, and for what purpose? How is it shared/reported, particularly in student transcripts?
- b. Describe how your campus has designed new curricular programs and initiatives, or re-designed existing ones, to increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.
- c. Reflect on how the data indicates the levels of pervasiveness and depth infused in the curriculum and traditional curricular structures.

5. Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic year the data represents:

What academic year does this data represent? (Select One)

[Dropdown Menu: 2021-22, 2022-23, 2023-24]

<i>Number of for-credit community engaged designated courses (UG/G)</i>	
<i>Percentage of community engaged designated courses as part of all for-credit courses(UG/G)</i>	
<i>Number of faculty teaching for-credit community engaged designated courses</i>	
<i>Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty</i>	
<i>Of the faculty teaching for-credit community engaged designated courses, what percentage are full-time?</i>	
<i>Of the faculty teaching for-credit community engaged designated courses, what percentage are part time?</i>	
<i>Of the faculty teaching for-credit community</i>	

<i>engaged designated courses, what percentage are tenured or tenure-track?</i>	
<i>Number of academic departments offering for-credit community engaged designated courses</i>	
<i>Percentage of academic departments offering for-credit community engaged designated courses as part of all departments</i>	
<i>Number of students enrolled in for-credit community engaged designated courses (UG/G)</i>	
<i>Percentage of students enrolled in for-credit community engaged designated courses as part of all students (UG/G)</i>	

6. Reflect on how the data provided in this section indicates the levels of pervasiveness (across units and department) and depth (within a unit or department) to which community engagement is infused in the curriculum and traditional curricular structures. **(Maximum word count 500.)**

SECTION 7: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing two to four examples from the following categories **(Maximum word count 1,000.)**:

- Social Innovation/entrepreneurship
- Civic engagement, electoral engagement
- Intergroup Dialogues
- Community service projects - outside of the campus
- Community service projects - within the campus
- Alternative break - domestic
- Alternative break - international
- Study Abroad/Away
- Student leadership
- Student internships/co-ops/career exploration
- Student research
- Work-study placements

- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
 - Living-learning communities/residence hall/floor
 - Student teaching assistants (provided the TAs are not receiving credit)
 - Campus Scholarship Program
 - Athletics
 - Greek Life
 - Other: Please describe
2. Describe how your campus has designed new co-curricular programs and initiatives, or re-designed existing ones, to both increase students' *access to and participation in* community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity to develop the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities. **(Maximum word count 500.)**
 3. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement. **(Maximum word count 500.)**
 4. Provide an example of a systematic, campus-wide, mechanism for assessing student learning and development outcomes as they relate to co-curricular community engagement. Describe one key finding. **(Maximum word count 500.)**
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SECTION 8: Civic Learning and Life

1. According to the Carnegie definition of community engagement one of the purposes of community engagement is to prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Describe at least **two examples of practical experiences in the table** below, of how your campus prepares students, faculty, staff and community to understand and engage in ways that address critical community issues and contribute to community/public good by providing practical experience with community. Be sure to share how these activities are community engaged. **(Maximum word count 750.)**

Examples of practical experience may include activities such as the following, but not limited to:

- Electoral education and participation (such as voter information, education, registration, polling site(s); meetings with elected officials; Constitution Day)

- Meetings with community members, elders, and community leaders to learn about community issues; land-based learning
- Issue awareness and advocacy training (such as Advocacy Days)
- Civic-focused student organizations: (e.g., Voter engagement, Model UN, Model OAS, Peace Corps Prep, or similar programs)
- Civic Fellows/Scholars
- Debate Team
- Civic awards to students, faculty and staff, or the community

Campus Questions for each practical experience response:

1. Civic engagement experience overview and purpose
2. Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)
3. Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience
4. Number of faculty involved
5. Number of staff involved
6. Number of students involved
7. Community partners involved, if relevant
8. Grant funding, if relevant
9. Research projects linked to partnership, if relevant
10. Impact on the campus
11. Impact on the community

2. Are civic skills incorporated into curricular and/or co-curricular community-engaged activities? If so, describe how civic skills are integrated and how student learning outcomes are applied and assessed. **(Maximum word count 500.)**

Examples of civic skills may include the following, but are not limited to:

- Critical thinking and evidence-based reasoning
- Development of digital data, and media literacy
- Conveys ideas across difference - orally and in writing
- Seek out and engage with multiple perspectives
- Listen attentively and with patience
- Reflexive thinking
- Understanding of intersectionality, privilege, and bias
- Development of cultural humility, empathy, compassion, and courage to act in service of the greater good
- Opportunity to collaborate and participate with multiple forms of culturally-based leadership models prevalent in communities of color

3. Civic identity involves the formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life. Civic identity is particularly important and a factor in civic engagement and participation.

What are the pathways and opportunities available to students at your institution to develop their civic identity? How are community partnerships incorporated into these pathways? What kind of institutional support is in place to encourage civic identity development?
(Maximum word count 500.)

Examples of civic identity formation may include the following, but are not limited to:

- Understanding the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)
- Coalition building to engage in relationships where trust is formed while recognizing barriers
- Examining one's positionality in relation to self and society
- Articulating a vision of a just and equitable society
- Leveraging passion for social change into actions that benefit the community
- Understanding the power of voice to make change and what limits voice for many
- Creating a sense of belonging to community and responsibility for the greater good

4. Indicate where civic knowledge development for a diverse democracy is part of the community engaged student learning outcomes inside and outside of the curriculum.
(Maximum word count 500.)

Examples of civic knowledge may include the following, but are not limited to:

- Community-based participatory research on democracy and civic engagement
- Collaborative problem solving
- Knowledge of systems (governance and community networks)
- Ethical reasoning, critical inquiry
- Information literacy, empathy
- How to use policy for social change
- Compassion and communicating across differences

5. How is free speech showing up on your campus? What is your institutional policy on free speech and free expression? What kind of programming, partnerships and policies for staff, faculty, students and/or community do you offer or participate in that foster critical thinking, space to engage in deliberative dialogue, civil discourse and communication across differences and exchange of ideas around contentious issues? Is there training offered to faculty, staff and/or the community to incorporate these skills into courses and programming? **(Maximum word count 500.)**

6. Describe how your campus tracks and assesses civic engagement. Explain how your campus uses the data to inform programming and enhance student learning. **(Maximum word count 500.)**

SECTION 9: Community Engagement and Other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities. (In Table- Check all that apply and describe two of the checked examples, in the text box below in question 2).

- a. Anchor institution mission or initiative(s)
- b. Campus diversity, inclusion, and equity goals (for students and faculty)
- c. Efforts aimed at student retention and success
- d. Encouraging and measuring student voter registration and voting
- e. Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
- f. Social innovation or social entrepreneurship that reflects the principles and practices of community engagement
- g. The campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
- h. Efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students
- i. Outreach activities
- j. Community and economic development
- k. Lifelong learning (non-credit)
- l. Campus food security programs (internal and external)

2. Describe at least two examples from question 1, including (including how the priority is aligned with community engagement; how it is communicated internally and externally; and lessons learned and improvements made over the past two years.) **(Maximum 1000 word count.)**

SECTION 10: Reflection and Additional Information

1. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

3. (Optional) Reflect on who was around the table, who was missing, and how the voices of community members who were missing might have improved this report.

4. (Optional) What is a question you would like us to ask that was not included in the application?

5. Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

A. I consent to having the information provided in the application used for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

B. I consent to having the information provided in the application used for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

C. I do not consent to having the information provided in the application used for research purposes.

6. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, question 2, but you may include additional partners up to a total of 15 (see guide for partnership survey information).

- a. Partner Organization Name
 - b. Partner Organization Contact Full Name
 - c. Partner Organization Contact Email Address
-