

Engaged College Rubric Pilot Project

I. Leadership and Direction
<ol style="list-style-type: none"> 1. Hiring criteria for dean and chairs 2. Leadership development opportunities for dean and chairs 3. Faculty council that meets regularly and advises college decision-making on engagement and resources 4. Advisory Leadership Council that includes community partners, faculty, staff, and students
II. Mission and Vision
<ol style="list-style-type: none"> 1. Articulation in Mission and Vision Statements 2. Definition of community-engaged scholarship - tenure document defines CEL teaching 3. Strategic Planning 4. Alignment with Institutional Mission 5. Alignment with Educational Innovations - mentioned in tenure documents 6. Alignment with Accreditation - some programs (such as Dance) require CE 7. Alignment with complimentary strategic priorities (i.e., diversity, inclusion and equity; student success; engaged learning through high impact practices) 8. Funding priority
III. Visibility and Communication
<ol style="list-style-type: none"> 1. Positioning engaged scholarship on the web, via u-tube clips, in college and department publications, and reports to Executive Administration 2. (faculty) Hiring—job descriptions that emphasize community-engaged scholarship 3. (students) Recruitment and admissions criteria that are explicit about valuing community engagement 4. Membership and participation by dean, chairs, faculty, staff, and students in networks focused on advancing community engagement
IV. Recognition
<ol style="list-style-type: none"> 1. College awards for community-engaged scholarship 2. Engaged department award 3. Annual Faculty activity report – data collected on CES - Annual Faculty Report asks about service hours only 4. Annual faculty activity reports that allow faculty to get credit for mentoring for CES 5. A place for CES in official college CV form 6. Merit pay criteria that recognizes CES
V. Rewards
<ol style="list-style-type: none"> 1. CES is valued in promotion and tenure: via definitions of scholarship, criteria, documentation, peer review - mentioned in tenure documents in “Teaching” 2. Community engagement included in evaluation criteria for term contracts for NTT faculty 3. Sabbaticals – CES encouraged for sabbaticals 4. Post-Tenure Review – CES and teaching and learning valued in post-tenure review criteria - mentioned in tenure documents in “Teaching”

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VI. Capacity-Building Infrastructure for Support and Sustainability <ol style="list-style-type: none">1. Administrative assistance – staffing to support community engagement2. Dedicated operational budget3. Assistance developing partnerships, memoranda of understanding with community partners4. Faculty development programs for integrating community engagement into scholarship and teaching5. Training for personnel review committee members on evaluating community-engaged scholarship6. Formal and informal mentoring programs7. Stipends or course release for seeding engaged research or course development8. Structured opportunities for faculty to connect with community partners9. Writing retreats and assistance finding places to submit CES for publication10. Assistance with grant-writing to support community engagement11. Conference support for faculty and graduate assistants (in addition to faculty development resources for disciplinary conferences) - Dean's professional development money may be used for CEL; occasionally, the college supplements attendance at CEL conferences (Alex Lancaster for UCC)12. Interfacing with other engagement units on campus
VII. Assessment <ol style="list-style-type: none">1. Data collected and assessed on faculty engaged scholarship2. Data collected and assessed on community-engaged courses - available through WeberSync3. Data collected and assessed on community engagement learning outcomes4. Data gathered and assessed on community perceptions of partnerships5. Measures established and data gathered and assessed on community impacts6. Interfacing with Institutional Research to draw on campus data that will assist with assessment of community engagement (e.g., NSSE results, HERI faculty survey)
VIII. Curricular Pathways <ol style="list-style-type: none">1. Community engagement in the curriculum of majors and graduate programs - several classes and one program: LIST2. Community engagement in College minor3. Community engagement graduate certificate4. Completion of a CE minor or graduate certificate appears on the official transcript.