Dimension I: Community Participation and Partnerships

An important element for institutionalizing community engagement is the degree to which the program nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing community engagement activities. For each of the three categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of community participation and partnerships related to the program's community engagement work.

	Critical Mass Building	**Quality Building**	**Sustained Institutionalization**
Mutual Understanding	There is little or no understanding between the program and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing & implementing community engaged activities. 1 2 3	There is some understanding between the program and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing & implementing community engaged activities, but there are disparities between goals. 4 5 6	Both program program and community representatives are aware of each other's needs, timelines, goals, resources, and capacity for developing & implementing community engaged activities, and there is agreement on goals. 7 8 9
Community Partner Voice & Leadership	Few, if any, opportunities exist for community representatives to take on leadership roles in advancing community engagement in our program; they are not consistently invited to express their needs or recruit students and faculty for activities. Their partnership is not incentivized or rewarded. 1 2 3	There is a limited number of opportunities for community representatives to take on leadership roles in advancing community engagement in our program; they are sometimes invited to express their needs or recruit students and faculty for activities. Their partnership is not incentivized or rewarded. 4 5 6	There are appropriate opportunities for community representatives to take on leadership roles in advancing community engagement in our program; they are consistently invited to express their needs or recruit students and faculty for activities. Their partnership is incentivized/rewarded. 7 8 9
Current Partners/Partnerships Landscape	Few current community agency partnerships exist throughout our program and there is no coordination of these partnerships at the program/department level. (0-3 partnerships) 1 2 3	There are some community agency partnerships within our program, however there is no coordination of these partnerships at the program/department level. (4-7 partnerships) 4 5 6	There are an appropriate number community partnerships within our program, and these partnerships are coordinated at the program/department level. (8+ partnerships) 7 8 9

Dimension II: Definition & Philosophy of Community Engagement

A primary component of institutionalizing community engagement is a program/academic unit's focus and emphasis on community engagement efforts. For each of the three categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of the development of philosophy and mission of community engagement with the program/academic unit.

	Critical Mass Building	**Quality Building**	**Sustained Institutionalization**
Definition/Philosophy of Community Engagement	There is no program definition/philosophy. The term "community engagement" is used inconsistently to describe a variety of services and outreach activities. 1 2 3	There is a definition/philosophy for community engagement, but there is variance and inconsistency in the application of the work, particularly within curricular and co-curricular activities. 4 5 6	The program has a formal, accepted definition and/or philosophy for high quality community engagement that is used consistently to operationalize this work, particularly within curricular and co-curricular activities. 7 8 9
Strategic Planning	The program does not have an official plan for advancing community engagement. 1 2 3	Although the program does not have an official strategic plan/ formalized goals, community engagement is not evident in curricular and co-curricular activities. 4 5 6	The program has a strategic plan for advancing community engagement, including in curricular and co-curricular activities. 7 8 9
Alignment with Institutional Mission, Vision and Goals	While community engagement complements aspects of the institution's mission, it remains on the periphery. Community engagement is rarely included in efforts of the program. 1 2 3	Community engagement is often mentioned as a primary or important part of the program's mission, but not included in planning and/or curricular/co-curricular decisions. 4 5 6	Community engagement is a primary part of the program's mission, and included in planning and/or curricular/co-curricular decisions. 7 8 9

Dimension III: Faculty Support for and Involvement in Community Engagement

One of the essential factors for institutionalizing community engagement is the degree to which faculty members are involved in its implementation and advancement within academic programs. For each of the four categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of faculty instructor support and involvement in community engagement.

	Critical Mass Building	**Quality Building**	**Sustained Institutionalization**
Faculty Knowledge & Awareness	Very few faculty/instructors fully understand the difference between community engagement, outreach activities and volunteering (service). 1 2 3	An adequate number of faculty/instructors fully understand the difference between community engagement, outreach activities and volunteering (service). 4 5 6	Most all faculty/instructors fully understand the difference between community engagement, outreach activities and volunteering (service). 7 8 9
Faculty Involvement & Support	Few faculty/instructors support the strong infusion of community engagement into their courses or own scholarly & professional work. 1 2 3	While a number of faculty/instructors are supportive of community engagement, few are advocating for infusing it into curriculum and/or their own scholarly & professional work. Few KEY faculty are involved. 4 5 6	A substantial number of faculty/instructors are supporters and advocates and support the infusion of community engagement into curricular/co-curricular activities and their scholarly and professional work. 7 8 9
Faculty Leadership	None of the most influential faculty members in the program/academic unit serve as leaders for advancing community engagement in the program. 1 2 3	There are one or two influential faculty members in the program/academic unit who provide leadership for advancing community engagement in the program. 4 5 6	A highly respected, influential group of faculty members serve as the program's community engagement leaders and/or advocates. 7 8 9
Faculty Incentives & Rewards	In general, faculty members are not encouraged to be involved in community engagement activities; few if any incentives are provided and it is not usually recognized during the review, tenure, and promotion process. 1 2 3	Although faculty members are encouraged and provided incentives (sabbaticals, funds, etc.) the work is not always recognized during the review, tenure, and promotion process. 4 5 6	Faculty are encouraged and provided support and incentives (sabbaticals, reduced load, funds, etc.) for community engagement and receive recognition for it during the review, tenure, and promotion process. 7 8 9

Dimension IV: Student Support for and Involvement in Community Engagement

One of the essential factors for institutionalizing community engagement is the degree to which students are aware of community engagement opportunities in the program and are provided opportunities to be involved and take on leadership roles in community engagement activities. For each of the four categories (rows), place a circle around the number in the continuum that best represents the CURRENT status of student's involvement in and leadership of community engagement.

	Critical Mass Building	**Quality Building**	**Sustained Institutionalization**
Student Awareness	There is no program-wide mechanism for informing students about community engagement opportunities (service-leaning courses; community-based research, program-specific student orgs, etc.) 1 2 3	While there are some mechanisms for informing students about community engagement opportunities (service-leaning courses; community-based research, etc.) they are sporadic and concentrated in only a few places. 4 5 6	There are program-wide, coordinated mechanism that help students become aware of the various community engagement opportunities that are available to them. 7 8 9
Student Opportunities	Few community engagement opportunities exist for students in our program. 1 2 3	Few community engagement opportunities exist for students in our program. 4 5 6	Community engagement opportunities are available to students in all areas throughout our program. 7 8 9
Student Leadership	Few, if any, opportunities exist for students to take on leadership roles in community engagement activities in our program. 1 2 3	There is a limited number of opportunities available for students to take on leadership roles in community engagement activities in our program. 4 5 6	Students are welcomed and encouraged, and the opportunities exist to take on leadership roles in community engagement activities in our program. 7 8 9
Student Incentives and Rewards	Our program has neither formal mechanisms (service-learning courses, practicums, internships), nor informal mechanisms (stories in paper, unofficial certificates of achievement) that encourage or reward students to participate in community engagement activities. 1 2 3	While our program offers some informal mechanisms that encourage/reward students to participate in community engagement activities, the program offers few or no formal mechanisms, to reward students for participation in community engagement activities. 4 5 6	The institution has one or more formal mechanisms in place (service-learning courses, practicums, internship) that encourage and/or reward students to participate in community engagement activities. 7 8 9