

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

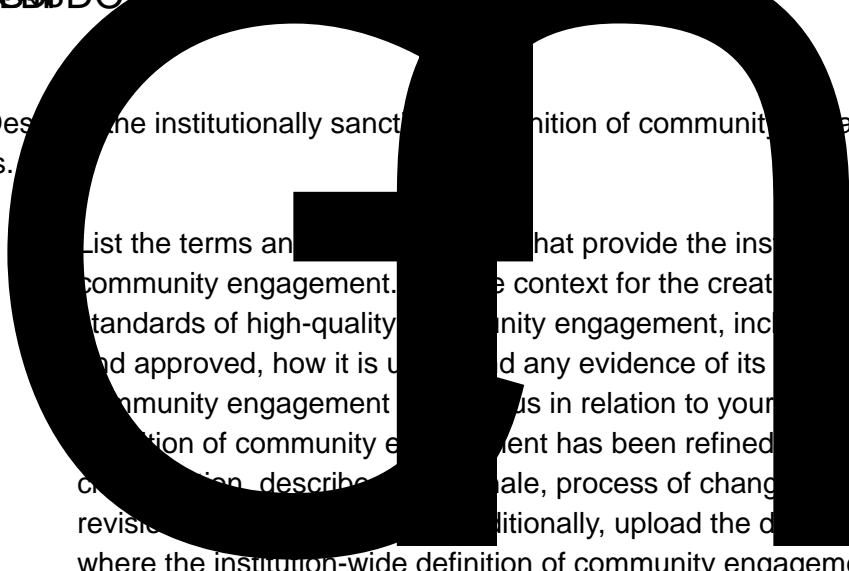
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4. Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)
5. Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)
6. Number of Full-Time Equivalent Staff (as reported in IPEDS)
7. Number of Full-Time Equivalent Faculty (as reported in IPEDS)

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 (
 - 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.



List the terms and standards that provide the institutional standards for community engagement. Provide the 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 efforts in relation to your classification? If the definition of community engagement has been refined since the last accreditation, describe the rationale, process of change, and the extent to which the revised definition additionally, upload the document or list the location where the institution-wide definition of community engagement appears.

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.

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

100%

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b

SECTION 3: Institutional Identity and Culture

1. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement. o

SECTION 4. Quality of

Training to understand ethical engagement practices that ensure equitable access and opportunity related to

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

10. Describe the

D. Describe the involvement of the president/chancellor, e

3. Describe how community engagement is integrated into traditional curricular structures.

Structures may include, core courses, capstone/senior-level project, first-year course/sequence, general education, in the majors/depar

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Campus Scholarship Program

Athletics

Greek Life

Other: (please describe)

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript

Examples of civic identity formation may include the following, but are

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

2. Describe at least two examples from question 1, including (how the priority is aligned with community engagement; where you have been; where you are now, where you are strategically prioritized campus

