Introduction

VCU was established by the Wayne Commission to be an urban serving, community engaged and community centric university. Given that mandate and mission, VCU was one of the first universities to receive the Carnegie Community Engaged classification when it was launched in 2005 and was reclassified in 2015.

We are now up again for Carnegie Community Engaged Reclassification. The Carnegie Community Engaged Classification Process requires a university wide self-study which provides us with the opportunity to audit, assess, and advance our community engagement policies, practices, and infrastructure. Quest 2028, the VCU Health Strategic Plan, and our research priorities all emphasize the importance of serving our communities and community partners.   Our focus on transformative learning, internships, capstones, delivering high-level patient outcomes and advancing the impact of our research and team science requires us to partner with communities across multiple types of engagement. This Carnegie reclassification process will help us examine our engagement efforts and infrastructure and help us identify opportunities for continued growth and excellence.

This survey collects data on the following topics:
- Examples of academic-community partnerships,
- Examples of scholarship related to community engagement.
- The integration of community engagement into curricular structures.
- The integration of community engagement into credit based academic activities or curricular programs.Integration of civic skills into curricular and/or co-curricular activities.
- Civic identity development and pathways.
- Civic knowledge development for a diverse democracy.

Survey Instructions

1. We only need one survey completed per department, center and institute.
2. Please discuss the questions and answers as a group (faculty, team, etc.) which will allow each unit to identify strengths and opportunities.
3. One person will complete the survey on behalf of the department, center or institute.

Survey Definitions

Below we have provided definitions that may be helpful to answering and reflecting on these questions.

- **Community Engagement** refers to the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context and reciprocity.
- **Community Engaged Teaching/Learning**: A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning.
- **Community Engaged Courses** include those marked as Service Learning or Civic Engaged in Banner but not only. Courses focused primarily on community engagement also meet this criterion.
- **Academic-Community Partnership** refers to sustained collaboration between a faculty or staff member and a community member, organization, or unit external to the university for mutually beneficial exchange, exploration and application of knowledge, information, and resources.
- **Civic Skills** help prepare educated, engaged citizens and strengthen democratic values and civic responsibility.
- **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.
- **Civic Knowledge Development for a Diverse Democracy** involves preparing 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 the community.

You can find more information on the Carnegie Community Engaged Classification here. In the Fall, we will hold a University Town Hall meeting to share updates on our data collection efforts, what we are learning and invite feedback on the effort.

1. Who is completing this application?

	Column 1
Name of Completer	❏
Email	❏
College or School	❏
Department, Institute or Center	❏
Name of Community Engagement Contact	❏
Email for Community Engagement Contact	❏

2.   Provide 1-3 Examples of Academic Community Partnerships in your unit that meet the following criteria:

1) is connected to credit in some way;
2) illustrates a broad and deep partnership example (i.e reciprocal, asset-based, mutually beneficial);
3) includes a community partner who may be open to complete a survey directly from Carnegie; and
4) was in place in the 2023-2024 academic year.

 For each partnership provide the project name, the location(s) that the project covers (e.g. East End, City of Richmond, Central Virginia) faculty/staff lead, email and community partner information. Please note we will send a follow up Carnegie template to each faculty member identified to obtain additional information required for the application.

	Project Name	Geographic Location Covered by the Project	Faculty/Staff Lead	Faculty/Staff email	Community Partner
Project One	❏	❏	❏	❏	❏
Project Two	❏	❏	❏	❏	❏
Project Three	❏	❏	❏	❏	❏

3. Provide 1-2 examples of each of the following types of scholarship related to community engagement (include links to the examples if you have them). For students, please indicate if the student is a graduate or undergraduate.

	Example 1	Example 2
Faculty scholarship related to community engagement. (publications)	☐	☐
Staff scholarship related to community engagement (i.e. conference presentations, publications, awards, consulting).	☐	☐
Student scholarship related to community engagement, indicate if graduate or undergraduate (i.e. conference presentations, publications, awards).	☐	☐

4. Check all the ways community engagement is integrated into traditional curricular structures in your unit. Question five will then ask you to elaborate on one of these checked items.
   1. Core courses
   2. Capstones/senior projects
   3. First year course/sequence
   4. General Education courses
   5. In majors
   6. In minors
   7. Graduate courses
   8. Medical education, residencies, training
   9. Other _____
   10. N/A

5. In at least one but no more than three paragraphs, please address the following elements for your example of how community engagement is integrated into the curriculum. If you chose NA above, please indicate NA here.
   • Indicate which check item you want to discuss, then explain how community engagement is integrated into this example. Provide a web link if available, for the example.
   • Please indicate the faculty or staff lead and contact information associated with this project if we need to follow up.

6. Check all the ways community engagement is integrated into academic activities offered for credit and/or required by a curricular program in your unit. Question 7 will then ask you to elaborate on one of these checked items.
   1. Student research
   2. Student leadership
   3. Internships
   4. Co-ops
   5. Career exploration
   6. Study abroad/away
   7. Alternative breaks tied to a course
   8. Scholarships
   9. Other _____
   10. N/A

7. In at least one but no more than three paragraphs, please address the following elements for your example of how community engagement is integrated into the academic credit example selected. If you chose NA above, please indicate NA here.
- Indicate which checked item above you want to elaborate on.
- Discuss how it is integrated into the selected activity and the student and community outcomes that have resulted from this. Please provide a web link if available.
- Identify the faculty or staff lead and contact information if we need to follow up for more information.

8. Check all the civic skills that are incorporated into your unit's curricular and/or co-curricular activities. For one of the checked items, you will be asked to discuss in question 9 how those skills are integrated and how student learning outcomes are applied and assessed for that example.
1. Critical thinking and evidence based reasoning
2. Development of digital, data and media literacy
3. Conveys ideas across difference - orally and in writing
4. Seek out and engage multiple perspectives
5. Listen attentively and with patience
6. Reflexive thinking
7. Understanding intersectionality, privilege and bias
8. Development of cultural humility, empathy, compassion and courage to act in service of the greater good
9. Opportunity to collaborate and participate with multiple forms of culturally-based leadership models prevalent in communities of color
10. Other _____
11. N/A

9. In at least one but no more than three paragraphs, please address the following elements for your example of how civic skills are integrated into the curricular and co-curricular activity selected. If you chose NA above, please indicate NA here.
- Indicate which checked item above you are using.
- Explain how those civic skills are integrated into the relevant curricular and/or co-curricular activities.
- Explain how student learning outcomes are applied and assessed for that example.
- Indicate a faculty/staff lead and their contact information should we need additional information.

10. Check all the pathways and opportunities in your unit that are available to help students develop their civic identity. Question 11 will then ask you to elaborate on one of these checked items.
1. Understanding how to make change in the community
2. Coalition building to engage relationships where trust is formed while recognizing barriers
3. Articulating a vision of a just society.
4. Examining one's positionality in relation to self and society
5. Leveraging passion for social change into actions that benefit society
6. Understanding the power of voice to make change and what limits voice for many
7. Creating a sense of belonging to community and responsibility for the greater good
8. Other _____
9. N/A

11. In at least one but no more than three paragraphs, please address the following elements for your example of how civic identity pathways are developed. If you chose NA, please indicate NA here.

- Indicate which checked item above you are using and explain how it helps students develop their civic identity.
- Explain how community partnerships are incorporated in the answer you selected.
- Indicate a faculty/staff lead and their contact information should we need additional information.

12. Check all the examples of civic knowledge development for a diverse democracy that are part of community engaged student learning outcomes inside or outside the curriculum in your unit. Question 13 will then ask you to elaborate on one of these checked items.
    1. Community-based participatory research on democracy and civic engagement;
    2. Collaborative problem solving,
    3. Knowledge of systems,
    4. Ethical reasoning, critical inquiry
    5. Information literacy, empathy
    6. How to use policy for social change
    7. Compassion and communicating across differences
    8. Other _____
    9. N/A

13. In at least one but no more than three paragraphs, please address the following elements for your example of how civic knowledge for a diverse democracy is developed. If you chose NA, please indicate NA here.

- Indicate which checked item above you are referring to, then explain how it works to advance civic knowledge for a diverse democracy.
- Describe the student learning outcomes attached to this effort and how they are measured.
- Indicate a faculty/staff name and contact for additional information should we need to follow up.

Thank you for participating. We are grateful for your assistance.