

**Executive Summary**  
**The Carnegie Foundation for the Advancement of Teaching**  
**Elective Community Engagement Classification - 2015 Application**

**Background**

Achieving the Carnegie Foundation Community Engagement Classification is an objective in Marquette's strategic plan (under the Social Responsibility and Community Engagement Theme).

Carnegie describes community engagement as: "*the collaboration between institutions of higher education and*

awards presented by the Alumni Association and various colleges and departments; and the stories and statistics about community service in prospective student marketing materials and Marquette Magazine.

This section also required detail its “mechanisms for systematic assessment of community perceptions of the institution’s engagement with community” and “how the information is used to guide institutional actions,” including budgeting and program improvement. The Service Learning Program’s annual Community Impact Survey was an excellent example, and other assessments, including the College of Engineering’s co-op employer survey and the university’s participation in the Avenues West Association, were included. However, there was no evidence of university-wide assessment of community perceptions beyond the one-time interviews of community leaders by an outside consultant in preparation for the strategic planning process.

### **Institutional Commitment**

The 12 questions in this section addressed how well community engagement initiatives are supported by the university’s infrastructure, including campus-wide coordination, financial commitments, fundraising, assessment and policies. The university response described the role and make-up of the Community Engagement Task Force, as well as detailed examples of Marquette’s financing of various community initiatives, particularly its clinics, and community usage of university facilities. Anecdotal and statistical evidence illustrated the impact community engagement activities have on students, faculty, the community and the institution.

Acknowledging that “disparate databases may not provide an inclusive picture of community engagement,” Marquette’s application cited grant-funded efforts underway to develop a comprehensive community engagement database. The efficacy of the database will depend on faculty willingness to opt in so information can be gleaned from the Faculty Activities Database.

This section included specific questions about the importance of community engagement in recruiting, hiring, promotion and tenure decisions. The university’s hiring for mission policy and various online resource for applicants emphasize the importance of service. Promotion dossiers also call for inclusion and evaluation of a candidate’s service; however, service is broadly defined, including both on-campus and community-based activities. Last year the University Academic Senate discussed how community-based research and/or community service activities might be integrated into areas such as promotion and tenure, and the Promotion and Tenure Committee is exploring the topic as well.

### **Curricular Engagement**

Carnegie describes curricular engagement as *engages faculty, students, and community in mutually beneficial and respectful collaboration.*



in community service and the expansion of such high-impact practices as internships, study abroad and learning communities.

### **Areas for Further Study**

As with any self-evaluation, the Carnegie application process raised some questions that require further discussion:

1. How do we best – and systematically – gather information about departmental/college engagement with a community partner? While significant community engagement