



**2024 Australia First Time Classification:  
Carnegie Elective Classification  
for Community Engagement**

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# 2024 Australia First Time Classification: Carnegie Elective Classification for Community Engagement

**Framework notes:** To assist your application, this framework includes guidance on the purpose and type of information expected in applicants' responses. This guidance is shown in blue text throughout the framework.

## 1. Documentation Framework and Application Portal

This documentation framework, which includes the overall application and the order and structure of the questions herein, are designed to guide applicant institutions in gathering, assembling, and interpreting the information about the institution's community engagement commitments and activities. To complete the application effectively, most institutions will need both a primary author and a committee of contributors from across the institution. As an institutional classification, it will be important that reviewers are able to assess and triangulate the evidence provided from many parts of the institution. **This version of the documentation framework is provided only as a guide to prepare for entering answers to these questions into the online portal. The review process will only accept applications that are submitted through the portal.** The link to the formal **application portal** can be found here (A link to the online portal will be added soon).

**Word limits:** All narrative answers are limited to **500 words** each unless indicated otherwise.

**Data Provided:** All data provided in the answers to application questions must specify when they were collected. In questions that request a full academic (calendar) year of data please provide the data for the most recent full academic year that such data were collected.

**Use of Data:** The information provided will be used to determine if your institution's commitment to community engagement and activity related to that commitment is sufficient for Classification. Only those institutions approved for classification will be identified. At the end of the application, you will have an opportunity to authorise or prohibit the use of this information for research purposes.

## 2. Community Engagement Definition

Understanding and rigorously applying the Classification's definition as the discernment tool in the process of assembling your institutional evidence of commitments and activities in support of community engagement is essential.

It is acknowledged that all Australian higher education institutions are committed to the advancement and self-determination of Aboriginal and Torres Strait Islander peoples and reconciliation between First Nation peoples and the wider Australian community. Consideration of this commitment, therefore, is foundational to Community Engagement in the Australian context. Accordingly, demonstration of this commitment across teaching, learning, research, targeted programs and business policies and practices is a necessary condition of this application.

Providing reviewers with responses that do not provide evidence of community engagement that consider the above commitment and are framed by the definition below, can undermine a reviewer's confidence in claims to be committed at the level necessary to be endorsed by the Carnegie Foundation as a community-engaged institution. In relation to the definition, this does not mean that an institution must adopt the definition in some rote manner, rather it means that the institution must demonstrate in its application evidence of reciprocity, mutual benefit, co-creation of knowledge, and a deep commitment to community partnership. Understanding clearly and precisely the definition and applying it rigorously is a necessary condition of a successful application.

The Carnegie Foundation defines community engagement as:

**“the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership (of knowledge and resources) between higher education institutions and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”**

Community engagement, as defined above, describes activities that are undertaken with community members in reciprocal partnerships between higher education institutions and community organisations or defined community groups. Reciprocal partnerships are characterised by collaborative community and higher education institutions' definitions of (1) problems, opportunities, and goals; (2) strategies and solutions; and (3) measures of success. In this way, community engagement requires recognition, respect, and value of the knowledge, perspectives, and resources of community partners, that the purpose of the partnership is the public good, building the capacity of individuals, groups, and organisations involved to understand and collaboratively address issues of public concern and pursue public purpose goals.

Community engagement is only possible when relationships between those in the institution and those outside the institution are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the higher education institution), asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimised), and transformational. Community engagement necessarily transforms the way an institution enacts its core missions of knowledge creation and dissemination by requiring institutions to rethink how research, scholarly activities, and teaching and learning can be done with community collaborators. Community engagement assists higher education institutions in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits.

### 3. Applicant's Contact Details

Institution name	
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Please provide the contact information of the individual submitting this application.

First Name	
Last Name	
Title	
Phone Number	
Email Address	

Please provide additional information about your institution

Mailing address 1	
Mailing address 2	
City	
State	
Post Code	
Phone Number	
Email Address	
President/Vice-Chancellor's title	
President/Vice-Chancellor's first name	
President/Vice-Chancellor's last name	
President/Vice-Chancellor's Mailing Address	
President/Vice-Chancellor's Email Address	

## 4. Institution and Community Context

4.1 Full-Time Undergraduate Equivalent Enrolment	
4.2 Full-Time Graduate Equivalent Enrolment	
4.3 Number of Full-Time Equivalent Professional Staff	
4.4 Number of Full-Time Equivalent Academic Staff	

**4.5** Describe your institution in a way that will help to provide a contextual understanding of how community engagement is enacted. Include descriptors of special type (regional, urban, multi-campus, faith-based, etc.), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. Include specific institutional priorities and initiatives that highlight your institution's culture, focus and strengths. You may wish to refer to widening participation strategies; National Centre for Equity in Higher Education Research (NCEHE) data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources. Note, question 4.8 below provides space to comment on the cultural context.

**4.6** Describe the context for community engagement for your institution. This is where you can describe why community engagement has been structured and shaped the way that it has at your institution. For example, this may include external policies and drivers, community requests/demands for institution responsiveness to community issues, leadership priorities, the evolution of community engagement at the institution and in communities, institutional culture, or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.

**4.7** Describe the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the community(ies) you are partnering with. Include descriptors of special type (regional, urban, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies).

Context for local, national and international community(ies) should be included. For local communities, you may want to consult your census data.

**4.8** If your institution has a formally approved definition of community engagement, provide it here. Describe the context for the creation of the definition, how it was approved, how it is applied (what impact does it have on internal Stakeholders at the institution), and some evidence of its effectiveness in guiding community engagement across the institution.

If, rather than an institutional definition of community engagement, multiple definitions are used across different faculties and departments, describe these and provide examples here. If your institution does not have such a definition, please describe any work under way to create or adopt one.

**4.9** Higher education institutions and communities have been greatly impacted by social events (natural disasters, the COVID-19 pandemic, etc.). Describe how the community engagement work being reported on in this application has been impacted.

## 5. Quality of Community Engagement Relationships

**5.1** Describe specific systematic actions and strategies deployed to ensure the institution, faculties, and academics and professional staff are building partnerships that centre mutuality and reciprocity.

The purpose of this question is to determine if the institution takes specific actions to ensure attention is paid to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutual benefit. Examples could include the creation of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

**5.2** Describe the mechanisms used to systematically collect and share feedback and evaluation findings regarding partnerships, including their reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community.

**5.3** Describe how the systematic use of the data from the feedback and evaluation of partnerships is used to improve reciprocity and mutual benefit.

Note: An example may be useful to illustrate this but will not be sufficient to describe the overall practice of systematic use. Your response should demonstrate how feedback and evaluation data is used to support improvement institutionally.

**5.4** Describe how the institution ensures the community has a voice or role for input into community engagement planning.

The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Responses should provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of their actual influence on actions and decisions, not mere advice or attendance at events or meetings. Community voice may exist through Indigenous and non-Indigenous advisory groups, community participation on boards/committees, and other roles. A list or description of existing community advisory groups is insufficient without evidence for how these groups influence institutional actions and decisions.

**5.5** Describe the nature of data your institution collects about community partnerships.

You might like to consider demographics of people served, demographics of partner staff, budget size, impact, issues covered, etc.

**5.6** Describe how the use of disaggregated partner demographic data is used in your evaluation and planning. Please describe at least two but not more than four examples of how these data are used.

**5.7** Provide an example of collective goals that the institution and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?

## 6. Community Partnerships

**6.1** Describe representative examples of partnerships (both institutional and at Faculty and Department/Unit level) that were in place during the most recent academic year (maximum = 15 partnerships).

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

**Please provide the following information for each partnership.**

Partnership 1	
Project/Collaboration Title	
Community Partner Organisation Name	
Community Partner Contact Person	
Community Partner Email	
Community Partner Phone	
Institutional Partner (person, program, faculty, department, centre, etc. engaged in the partnership from your institution)	
Purpose of the partnership	
Provide one example as to how reciprocity is enacted through the partnership	
Length of partnership	
Number of academics involved	
Number of professional staff involved	
Number of students involved	
Title of subjects/units linked to the partnership (if any)	

Funding amount and source (if relevant)	
Impact on the community	
Impact on the institution	

**\*\*Add more partnership tables as required**

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner upon submission of this application:

*Dear {Name of Community Partner},*

*{Name of higher education institution} is applying for the 2023 Elective Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching and Engagement Australia. The classification is offered to higher education institutions that demonstrate evidence of collaboration between themselves and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement demonstrate commitment to the qualities of reciprocity, mutual respect and co-creation of goals and outcomes*

*We invite you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). Your input and perspective are valuable to evaluate community engagement at {higher education institution}.*

*Many thanks for your response.*

*Sincerely,*

*The Australian Carnegie Community Engagement Classification Team*

## Survey Questions:

Note: The survey will include the first page of this framework with the definition of community engagement. Exact language of the survey follows.

*“As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution?  
(1= Strongly disagree, 4=Strongly agree)*

- 1. Community partners are recognised by the higher education institution.*
- 2. Community partners are asked about their perceptions of the institution’s engagement with and impact on the community.*
- 3. My community voice is heard, and I have a seat on the table in important conversations that impact my community.*
- 4. The staff responsible for managing the higher education institutions community partnerships take specific actions to ensure mutuality and reciprocity in partnerships.*
- 5. The higher education institution collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.*
- 6. The partnership with the higher education institution had a positive impact on my community.*
- 7. Please provide any additional information that you think will be important for understanding how the higher education institution partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.*

Please indicate whether you consent to having your responses used for research purposes by the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or higher education institution information will be identified. If you have any questions, please contact us via email: [carnegieengagement@uts.edu.au](mailto:carnegieengagement@uts.edu.au) .

Please select:

- I consent to having the information provided in the survey used for the purposes of research. In providing this consent, the identity of my organisation will not be disclosed.
- I do not consent to having the information provided in the survey used for research purposes.

**Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your institution is ready for emails to be sent.**

- Partner Organisation Name
- Partner Organisation Contact Full Name

- Partner Organisation Contact Email Address

## 7. Institutional Identity and Culture

**7.1** Describe how your institutional mission and vision reflect the institutional commitment to community engagement.

Note, almost all mission and vision statements set by institutions can be read as implicitly reflecting a commitment to civic development and education for the common good - this question is asking about explicit commitment to community engagement in mission and vision statements.

**7.2** Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.

**7.3** Describe the formal recognitions provided by your institution through institution-wide awards and/or celebrations for community engagement.

**7.4** Describe how community engagement is defined and planned for in the institution's strategic plan.

**7.5** Provide quoted examples of how your strategic plan demonstrates a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.

**7.6** Describe how community engagement is emphasised as part of the institution's brand message identity or framework, for example in public marketing materials, websites, etc.

**7.7** Describe how executive leadership of the institution (Chancellor, Vice Chancellor, Senior Executives, Council etc.) explicitly promotes community engagement as a priority. This could include: annual addresses, published editorials, institutional publications, etc.

## 8. Infrastructure and Finance

**8.1** Describe the structure, staffing, and purpose of the institution-wide coordinating infrastructure (centre, office, network or coalition of centres, etc.) to support and advance community engagement. If the institution has more than one centre coordinating community engagement, describe each centre, staffing, and purpose and indicate how the multiple centres interact with one another to advance institutional community engagement.

The purpose of this question is to determine the presence of 'dedicated infrastructure' for community engagement. The presence of such infrastructure indicates commitment and increased potential for effectiveness and sustainability. We expect a description of specific centre(s) or office(s) that exist primarily for the purpose of leading/ managing /supporting /coordinating community engagement. For example, such infrastructure may include an 'Office of Engagement' or 'Centre for Engagement/Social Justice'.

**8.2** Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary.

The purpose of all questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that fund the primary investment and ongoing costs of infrastructure described in 8.1, plus any other funds dedicated to community engagement. These may include internal incentive grants, fellowship awards, community-engaged curriculum (e.g. community-engaged-learning, service-learning and work-integrated learning), scholarships and financial assistance related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as academic salaries for teaching community-engaged courses in their standard workload.

**8.3** Describe strategic fundraising efforts specifically undertaken to support community engagement.

The question investigates if there is any coordination or connection between community engagement efforts at your institution and the activity/processes within grant, project or advancement offices. This question does not seek grant examples and responses should describe the mechanism.

**8.4** Describe any specific funding from external sources that are specifically **dedicated** to supporting community engagement.

These funding sources may include public and private grants, private gifts, alumni or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

**8.5** Describe any specific financial investments by the institution in the community and/or community partnerships for the purpose of community engagement and community development.

In this question, we require specific details about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community-institution partnerships. Such funding supports partnership sustainability. Examples might be an institution purchasing a vehicle for a community-based organisation to transport volunteers; an institution donating or purchasing computers for an after-school program located in a community-based organisation; an institution investing a portion of its financial portfolio in a local community development project, etc. (Do not include direct fundraising for partner institutions).

**8.6** Describe how business operations, including hiring, purchasing and procurement, align with economic and community development agendas of community/ies connected to the institution.

This question asks specifically about how institutional practices in recruitment, hiring, purchasing, and procurement align with and intentionally complement institutional commitment to community engagement. This can include programs to encourage/support local providers or those from disadvantaged communities, among other practices. These institutional practices contribute to the context for successful community engagement.

**8.7** If the institution is involved in local property acquisition and real estate development, describe the specific mechanisms that are employed to assure community benefit from such acquisition and development.

**8.8** Describe the ways that your campus provides unencumbered financial resources to historically marginalised communities.

**8.9** Describe how historically marginalised and under-represented community members who work as community partners or whom students or staff engage with are compensated for their labour in enriching student learning and academic research.

## 9. Institutional Evaluation

**9.1** Describe the institutional mechanisms for systematic evaluation of community perceptions of the institution's engagement with community.

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an ongoing commitment. This question is not focused on data about specific engagement projects, programs or curriculum-based offerings, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

**9.2** Describe how the institution maintains systematic organisation-wide tracking or documentation to record and/or track engagement with the community.

The purpose of questions in this section are to estimate sustainability of community engagement by looking at how an institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability and their existence and use indicates institutional value and attention to community engagement. Keeping systematic records demonstrates that the institution is striving to recognise engagement and seek benefit from that data. Responses should describe an established, systematic approach, not a one-time, occasional or partial recording of community engagement activities. An established, systematic approach is demonstrated by active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here, but describe the mechanism or process, the schedule, and details of managerial accountability/responsibility. You may also describe types of information tracked, such as student numbers in community-engaged courses, number of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

**9.3** Describe how the institution uses the data from these tracking and documentation mechanisms.

For each mechanism or process described in 9.1 and 9.2 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of community-engaged courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of academic staff, students, or partners.

**9.4** Describe the standards of high-quality community engagement towards which the institution aspires. Describe how those standards were initially determined (who were involved, what the process was); how they are implemented; and how the standards are kept up-to-date with community needs and benchmarks.

**9.5** Describe any institution-wide evaluation or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and extent of community engagement at your institution.

Describe the nature of the evaluation, when it was done, what you learned from it, and how you used specific opportunities and tools for evaluating community engagement. Examples may include: strategic planning processes, re-accreditation processes, self-study and external review of a centre for community engagement, Excellence in Research for Australia, Engagement and Impact Assessment, Voice Survey, Reprtrak Survey, and SAGE/Athena SWAN data, etc.

**9.6** Describe how the institution aggregates and uses all of its community engagement evaluation data.

If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarises and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

## 10. Outcomes and Impacts

The next series of questions ask about **outcomes** (sometimes referred to as short-term impacts) and **impacts**. In line with the Classification's definition of engagement, we refer to short- and long-term contribution that engagement makes to "enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen civic values and responsibility; address social justice; critical societal issues; and contribute to the public good".

Outcomes are **short to medium-term** changes that occur in learners, program participants, etc. from community engagement activities, programs, or experiences. In this regard, outcomes are program-induced effects on people (or issues addressed) that clearly link to engagement efforts and objectives. Demonstrating outcomes requires dedicated time and resources for systematic institution-wide tracking or documentation mechanisms for assessment purposes. Such mechanisms provide quantifiable and demonstrable goals for programs to accomplish. When outcomes are reached, new objectives can be set. Conversely, reassessment may be needed when outcomes are not achieved.

Impacts are the **continuing** consequence of community engagement, representing broader changes within the community, organisation, society, or environment that result from program outcomes.

Institutions should have (or be working towards) a mechanism to demonstrate impact as an institution or as a member institution within a collective impact strategy. The exclusive impact of community engagement can be difficult to demonstrate, however, it is important to align outcomes and impacts with goals and objectives.

For each question 10.1 to 10.4, please answer for intended and unintended outcomes and impacts. The purpose of these questions is to assess engagement sustainability by investigating approaches to impact assessment/evaluation on each of students, staff, community, and institution. For each constituent group, describe the mechanism for ongoing, regular impact assessment on an institutional level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

**10.1** Describe the systematic institution-wide evaluation mechanisms to measure both **institutional** outcomes and impacts, and describe one key finding.

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see institution-wide approaches, robust student samples, data collection over time, and a summary of results. Then describe at least one key finding that illustrates outcome and impact on factors such as academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for community-engaged learning.

**10.2** Describe the systematic institution-wide evaluation mechanisms to measure for both **student** outcomes and impacts, and describe one key finding.

First, describe the evaluation mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see institution-wide approaches, robust student samples, data collection over time, and a summary of results. Then describe at least one key finding that illustrates outcome and impact on factors such as academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for community-engaged learning.

**10.3** Describe the systematic institution-wide evaluation mechanisms for both **staff** outcomes and impacts, and describe one key finding.

First, describe the mechanism and schedule for data collection from academic and professional staff, and the key questions or areas of focus that guided mechanism design. Mechanisms used may include interviews, surveys, activity reports, promotion and academic portfolios or applications, or similar sources. Include descriptions of methods used for staff of any employment type. Mechanisms used may include hiring protocols, remuneration, orientation programs, etc. Then describe at least one key finding highlighting differences or changes that illustrate outcomes and impact on staff actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in staff numbers participating in community engagement; we are looking for impact on staff actions in regard to engagement.

**10.4** Describe the systematic institution-wide evaluation mechanisms for both **community** outcomes and impacts as it relates to community-articulated outcomes, and describe one key finding.

Describe the mechanism and schedule for data collection regarding impact on community, and the key questions or focus areas that guided mechanism design. Describe how the institution responded to community-articulated goals and objectives. Mechanisms may include interviews, surveys, focus groups, community reports, and evaluation studies. We realise that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. Key findings should describe measures of change, outcomes and impact, benefits for communities, not measures of partner satisfaction.

**10.5** Describe how the institution uses data from the evaluation mechanisms described in 10.1-10.4 above.

Using examples and information from responses 10.1 to 10.4 above, provide specific illustrations of how the impact data were used and for what purposes.

**10.6** Describe how your institution disaggregates student data by Socio-Economic Status (SES, race, ethnicity, gender or other identity-based demographics to understand who is participating in community-engaged courses/subjects/units.

**10.7** Research indicates that the academic success of underrepresented students is enhanced by increased opportunities to take subjects with academics who share a marginalised social identity because of the potential of shared experiences in learning - academics who represent ethnic, gender and/or sexuality, and cultural diversity. Further, research shows that women, Aboriginal and Torres Strait Islander, and Culturally and Linguistically Diverse academics are more likely to bring active and collaborative teaching approaches into their subjects, such as community-engaged courses/subjects/units. Describe how your institution disaggregates academic staff data by ethnicity, gender or other identity-based demographics to understand who is participating in community-engaged courses/subjects/units.

## 11. Staff

**11.1** Describe professional development support for staff (in any employment status) who seek to develop or deepen community-engaged approaches and methods.

Most higher education institutions offer professional development – what is being asked here is professional development specifically related to community engagement. Describe who provides this professional development, and how many staff participate in professional development activities specific to community engagement.

**11.2** In the context of your institution’s engagement support services and goals, indicate which services and opportunities include specific provisions for community engagement by checking the appropriate boxes.

	Employment Status		
	Continuing & Fixed Term Academic Staff	Casual Academic Staff	Professional Staff
Professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation of partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student teaching assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching & Learning Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for student transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eligibility for institutional awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion of community engagement in evaluation criteria; career progression; research expectation; workload models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program grants. e.g. grants for community-based engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation on higher education institution councils or committees related to community engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research, conference, or travel support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Yes to "Other": Please describe other support or services.

For each item checked in 11.2 , cite an example of the service or opportunity (200 word limit per example cited).

**11.3** Describe the recruitment policies or practices designed specifically to encourage the hiring of Indigenous staff with expertise in and commitment to community engagement and cite at least one example.

**11.4** Describe the policies for academic promotion that specifically reward scholarly work that uses community-engaged approaches and methods. If there are separate policies for staff of different employment status (i.e. continuing, fixed-term, casual) please describe them in your response.

"Scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or professional practice or engagement; i.e., community engagement as part of staff roles. Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes. Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Higher education institutions often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g. that the institution went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement.

**11.5** Cite the policies for staff promotion, reappointment, bonuses and/or merit pay from any level of the institution that specifically reward staff for the following. Specify if these policies are different for

staff of different employment statuses (adjunct, full-time, part-time, casual, academic, professional, etc.).

**11.5.1** community-engaged teaching and learning (maximum word count 300).

**11.5.2** community-engaged research or creative activity (maximum word count 300).

**11.5.3** community-engaged leadership or professional service (maximum word count 300).

**11.6** Describe the extent to which these policies are institutional. For example, are they practiced across the institution? What percent of total faculties/schools and/or departments does this represent?

**11.7** Cite three examples of school/faculty and/or department-level policies, taken directly from policy documents, that specifically reward community-engaged academic scholarly work.

**11.8** Describe any recent revisions (in the last 5 years) to the promotion guidelines to reward staff for community-engaged teaching and learning, research, and practice. Describe when the revisions occurred and the process resulting in the revisions. Describe how the president/vice-chancellor, provost, deans, faculty leadership, diversity and inclusion staff, community engagement centre director, or other key leaders are involved. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for staff of different employment statuses.

**11.9** If revisions have not taken place but there is work in progress to revise promotion guidelines to reward academic scholarly work that uses community-engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the President/Vice-Chancellor, Deputy and Pro-Vice Chancellors, Provosts, Deans, chairs, academic leaders, divisional directors, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for staff of different employment statuses (continuing/fixed-term/casual academic).

**11.10** Describe the ways in which the promotion process, and the staff reward process accounts for the often-gendered and racialised nature of community engagement that disproportionately impacts Aboriginal & Torres Strait Islander and Culturally and Linguistically Diverse academic, professional staff, students and communities.

**11.11** Provide up to 5 examples of research in the field of **Engaged Scholarship** – that is research on engagement and/or community engagement activities. Examples can include traditional and non-traditional outputs - e.g. technical reports, curriculum, research reports, policy reports, publications, other scholarly artefacts, etc.. (300 words per example)

The purpose of this question is to explore the degree that community engagement activities link to research activity. Doing so indicates attention to improvement, quality practice, and that community engagement is a valued scholarly activity within the disciplines. Provide examples such as scholarship examples that staff have produced in connection with their community-engaged learning or community-based courses, staff activity connected to their co-curricular community engagement duties, research studies of partnerships, documentation of community response to outreach programs, or other studies of outreach or partnership activities that led to scholarly reports, policies, presentations, publications, etc. Examples should represent varied disciplines and professional roles.

## 12. Engaged Research

Engaged Research describes research undertaken in partnership with communities for the purpose of addressing community-identified needs and contributing to public good.

**12.1** The Engagement and Impact Assessment (EIA) assesses how well researchers are engaging with end-users of research, and shows how universities are translating their research into economic, social, environmental, cultural and other impacts. What percentage of your institution's EIA submissions in the last round contributed to social impact?

**12.2** Provide up to 5 examples of community-engaged **academic research** from as many different disciplines as possible - a title may not convey the community-engaged aspect of the research, so please provide a short description of how reciprocity and partnership manifested in the development of the research question, research design, and research implementation. (300 words per example)

The purpose of this question is to explore the degree that staff engage in community-engaged research with community partners as co-researchers. Provide examples of co-created scholarship such as reports, articles, books, book chapters, and conference presentations etc that produce meaningful societal impact. Examples should represent varied disciplines and include non-traditional research outputs where applicable.

## 13. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages staff, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term 'community-engaged subjects/units' to denote academically based community-engaged subjects/units. Your higher education institution may use another term such as service-learning, community-based learning, public service subjects/units, etc.

For each question provide a response in relation to the most recent academic year.

**13.1** Describe how your institution (a) formally designates community-engaged subjects/units, (b) provides the definition used for community-engaged courses/subjects/units, the standard and required components for designation, and the process through which the institution assures alignment to the definition in those courses/subjects/units.

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**13.2** Complete the data table below using the most recent complete academic year. Data may be drawn from undergraduate and postgraduate for-credit courses and indicated accordingly.

13.2.1 Number of for-credit community-engaged subjects/units (UG/PG)	
13.2.2 Percentage of all for-credit community-engaged subjects/units (UG, PG)	
13.2.3 Number of academics teaching for-credit community-engaged subjects/units	
13.2.4 Percentage of academics teaching for-credit community-engaged subjects/units	
13.2.5 Percentage of full-time academics teaching for-credit community-engaged subjects/units	
13.2.6 Percentage of part-time academics teaching for-credit community-engaged subjects/units, what percentage are part time	

13.2.7 Percentage of casual academics teaching for-credit community-engaged subjects/units	
13.2.8 Number of departments or faculties offering for-credit community-engaged courses	
13.2.9 Percentage of departments or faculties offering for-credit community-engaged courses	
13.2.10 Number of students enrolled in for-credit community-engaged subjects/units	
13.2.11 Percentage of students enrolled in for-credit community-engaged subjects/units	

1.2.12 What academic year does this data represent?

2018-19

2019-20

2020-21

2021-22

2022-23

**13.3** Describe how the data for 13.2.1 to 13.2.11 above were derived: How it was gathered, by whom, with what frequency, and to what end.

**13.4** Describe how community engagement is noted on student transcripts.

**13.5** Describe the **institutional** learning outcomes for students who participate in for-credit subjects/units that were community-engaged.

Please provide well-articulated learning outcomes that align with institutional goals regarding community engagement. Learning outcomes should specify institutional expectations of graduates in terms of knowledge

and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

**13.6** Describe how **institutional** learning outcomes for students who participate in for-credit subjects/units that were community-engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description.

**13.7** Provide examples of changes made to for-credit subjects/units that were community-engaged based on the outcome of **institutional** learning outcomes assessment.

**13.8** Describe **school, faculty, departmental, disciplinary** or **programmatic** learning outcomes for students who participate in for-credit subjects/units that were community-engaged.

**13.9** Describe how **school, faculty, departmental, disciplinary** or **programmatic** learning outcomes for students who participate in for-credit subjects/units that were community-engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description.

**13.10** Provide examples of changes made to for-credit subjects/units that were community-engaged based on the outcome of **school, faculty, departmental, disciplinary** or **programmatic** learning outcomes assessment.

**13.11** Describe how community engagement is integrated into the following curricular (for-credit) activities. Please check all that apply.

13.11.1 Curricular (for-credit) activities

- Student Research
- Student Leadership
- Internships and work integrated learning
- Study Abroad
- Summer session studies
- Other (Please specify)

For each category checked, provide examples (300 word maximum per checked category).

13.11.2 Structures

- Post-graduate Studies
- Core/compulsory Courses
- Capstone
- Compulsory Practicum
- First-Year Sequence
- General Education
- Other (please specify)

For each category checked, provide examples (300 word maximum per checked category).

**13.12** Provide up to three (3) examples of **curricular** engagement practices, i.e. community-engaged teaching and learning embedded as part of the curriculum (300 words maximum per example).

## 14. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum (i.e. not for course credit) through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

**14.1** Indicate which of the following institutional co-curricular practices incorporate community engagement at your institution. Check all that apply.

- Social innovation/entrepreneurship
- Community service projects - outside of the institution
- Community service projects - within the institution
- Study abroad
- Student leadership
- Student ambassadors
- Student internships
- Work integrated learning
- Short term mobility
- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- Living-learning communities/residence hall/floor
- Student volunteering
- Sports and recreation
- Campus life/activation/clubs and societies
- Other (please specify)

As with curricular engagement, a number of these activities take place off campus in communities and may not be characterised by qualities of reciprocity, mutuality, and be asset-based. This question asks which programs reflect these qualities. The examples provided should indicate how a co-curricular program was transformed by and/or reflect these community engagement principles.

For each program checked, provide examples (300 word maximum per checked category).

**14.2** Describe any co-curricular engagement tracking system used by your institution that can be used to produce a co- curricular transcript or record of community engagement.

**14.3** Describe any co-curricular programming that provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time.

**14.4** Provide up to three (3) examples of co-curricular engagement programs, including a short description of how the activity is related to community engagement. (300 words maximum per example)

## 15. Community Engagement and other Institutional Initiatives

**15.1** Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities. Check all that apply, and for each category checked, provide examples. (300 word maximum per checked category)

- Diversity, inclusion and equity goals (for students and staff)
- Efforts aimed at student retention and success
- 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
- Outreach activities

For each priority area checked, provide examples. (300 word maximum per checked category)

## 16. Reflection and Additional Information

**16.1** Describe the process undertaken in developing your application.

**16.2** (Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

**16.3** (Optional) What has been the most significant change for your institution resulting from your engagement in this Classification process?

**16.4** (Optional) During the process of completing the application, did your institution work with a consultant, attend a workshop/webinar, or utilise other resources? If yes, what resources were utilised?

This is also an opportunity to provide feedback on those resources.

**16.5** (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

**16.6** (Optional) Please provide any suggestions or comments you may have on the application process for the Carnegie Elective Community Engagement Classification Australia.

## 17. Request for Permission to Use Application for Research

*In order to better understand the institutionalisation of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and other higher education researchers. Only applications from institutions that agree to the use of their application data will be made available for research purposes. No identifiable application information related to institutions that are unsuccessful in the application process will be released. We encourage you to indicate your consent below to advance research on community engagement. Please select one of the following three options:*

I consent to having the information provided in the application for the purposes of research, with the exclusion of sections specifically marked within the application. In providing this consent, the identity of my higher education institution will not be disclosed.

I consent to having the information provided in the application for the purposes of research, with the exclusion of sections identified below. In providing this consent, I also agree that the identity of my higher education institution may be revealed.

Sections excluded from consent: \_\_\_\_\_

I do not give consent for the information provided in the application to be used for any purpose other than for the *Community Engagement Classification*.

Name of person authorising:	
Title of person authorising:	
Signature:	