Terms of Engagement:
Community Engagement Structures and Policies on UNC Campuses

By

Caroline Krisel

A paper submitted to the faculty of The University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree Master of Public Administration

March 24, 2010

This paper represents work done by a UNC-Chapel Hill Master of Public Administration student. It is not a formal report of the School of Government, nor is it the work of School of Government faculty.

Executive Summary
Increasingly, community engagement is recognized as a core value of universities. However, much is unknown regarding how universities institutionalize community engagement into a campus’ identity and culture. Using the Carnegie engagement designation as a benchmark for institutionalized campus engagement, this paper analyzes how engagement structures and policies, vary on the 10 UNC campuses who have received the designation. Through a survey of campus leaders and document analysis, this paper identifies variations in engagement strategies based on institutional classifications, such as instructional profile, location, and size.
Overview
Increasingly, community engagement is recognized as a core value of universities, but much is unknown regarding how community engagement can be institutionalized in a campus’ identity and culture. Traditionally, some have seen universities as walled-away fortresses in the middle of a larger community, with their research power focused on their labs, and not their backyards. A growing voice is calling for universities to leverage their research power, resources, and capacity to benefit local communities. However, the traditional academic structure of research and rewards does not readily encourage the practical scholarship required for meaningful community engagement.

Researchers have begun to identify the policies and structures needed to institutionalize engagement. The ways campuses implement and carryout engagement policies and practices that lead to institutionalized engagement move beyond the symbolic and rhetorical and demonstrate alignment with a campus’ mission, culture, resources, and practices. The Carnegie Foundation, known for its classifications of universities, introduced the first formalized approach to evaluating community engagement through its voluntary engagement designation established in 2006. According to the Carnegie Foundation, the elective community engagement classification describes “the collaboration between institutions of higher education and their larger communities (local, regional/station, national, global) for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” The Carnegie Foundation application process is designed to distinguish schools with the characteristics of institutionalized engagement from the schools that simply include engagement in the university’s mission statement.

Research Question
This study examines the varying engagement policies and structures used by the 10 University of North Carolina system recipients of the Carnegie Community Engagement designation. Focusing on the campuses already recognized for institutionalized engagement exposes the variety of structures and policies that can contribute to institutionalized engagement. This paper highlights interesting variations of engagement across the campuses and is intended to benefit campuses looking to improve their campus engagement policies and infrastructure and those applying for the Carnegie designation. Understanding which policies and structures other similar campuses have implemented will allow campus leaders to make better-informed decisions of what engagement structures and policies to pursue. For example, research universities might be more likely to have a center of engagement, but liberal arts universities demonstrate institutionalized engagement through more formalized recruitment and tenure policies. Of the promising policies and supports identified in this paper, more research is needed to understand which ones successfully lead to a more engaged campus.

Methodology
This study used a mixed-method design with quantitative and qualitative components. The qualitative analysis included a literature review of academic journals and practitioner’s manuals for promising engagement strategies, identification of core engagement issues, and development of survey questions. Additionally, a document analysis was performed using the Carnegie Foundation engagement applications the 10 Carnegie-designated campuses agreed to share with the author.

Questions for the online survey were based on community engagement literature and focused on the campus’ organizational structure, infrastructure, financial support, student and faculty engagement opportunities, and recruitment and hiring practices. The survey was distributed to the sixteen faculty or

---

1 This study defines **community engagement** as: intentionally applying institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address and solve challenges facing communities through collaboration with these communities (Gelman)

2 This study defines **institutionalized** as: to infuse the organization with value beyond the technical requirements of the task at hand (Selznick)
staff members identified as the leading engagement officer by UNC General Administration, the UNC Tomorrow Phase 1 Reports, and campus websites. Eleven campuses responded to the survey, but only the responses from the 10 Carnegie designees were used for the analysis. The author primarily used cross tabulations to analyze survey results for commonalities and trends across multiple designations. See Appendix A for a reproduction of the survey.

Analysis and Findings
The Carnegie Foundation community engagement classification is awarded to universities demonstrating “the practices of community engagement have been developed to the extent that they are aligned with the institutional identity and an integral component of the institutional culture.”5 The Carnegie application is broad enough to recognize the diversity of universities and the many ways engagement can be institutionalized on a campus. In North Carolina, the 10 UNC recipients vary greatly in size, location, and mission, but they all demonstrate strong institutional support for and an embedded community engagement identity.6

This paper focuses on four elements that, based on survey data and literature, help to define institutionalized engagement across 10 UNC system campuses: authentically involved leadership, campus institutional structures, supports for students and faculty, and recruitment and tenure policies. Policies and practices related to these four elements are key ways for campuses to demonstrate institutionalized engagement. The analyzed campus data provides greater understanding of how the 10 UNC campuses have institutionalized engagement differently, given the variations in their campus characteristics. See Appendix B for survey response highlights.

Authentically Involved Campus Leadership
The involvement of campus leaders is very important because not only are they the symbolic figureheads of the university, but they also determine institutional priorities. Authentically involved leaders go beyond simply “master(ing) the rhetoric of involvement,” they “hold themselves accountable for the authenticity of their rhetoric and the alignment of consequences with declaration.”7 The survey respondents reported a variety of ways that campus leaders promote engagement. The most common strategies used by the leadership include speeches to faculty, students, and community partners. While this could possibly indicate campus leaders only using engagement rhetoric, all survey respondents report that their executive leaders participate in engagement activities. Leadership involvement is critical to institutionalizing engagement, but variations in campus mission, commitments, and goals can lead to different manifestations of leadership titles, organizational structures, resources, and funding mechanisms on a campus.

Campus leaders set the university’s priorities and strategic plan, which can include a dedication to community engagement. All 10 UNC campuses responded that community engagement is a stated part of the university’s mission statement and strategic plan. With the exception of UNC Chapel Hill, all the survey respondents indicate that the emphasis on community engagement has “increased greatly” or “increased somewhat” over the last five years. These responses align with a general movement across higher education to recognize the importance of community engagement, and specifically within North Carolina for campuses to align with the UNC Tomorrow Report, the strategic long-range plan for the UNC system. The UNC Tomorrow Report recommendation 4.7.2 states, “UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.”8

As related to authentic leadership, internal budgetary allocations for community engagement can be an indication of support and commitment. Despite recent budget cuts, four campuses report growth to internal budget allocations for engagement-related activities over the last five years. Another four campuses report internal funding levels of about the same amount. Only two universities report greatly decreased funding support for community engagement. When compared to a university’s classification, three out of four
research universities have increased funding to engagement activities, while out of six master’s universities, only one reports growth in funding. The location and size of a university did not appear to have an effect on the change in internal funding levels for engagement.

Western Carolina University’s (WCU) Chancellor John Bardo has emerged as a national figure on the role of campus engagement with universities. For example, he was a speaker at the National Governors Association’s “Innovate America” Conference and the American Association of State Colleges and Universities’ research conference. WCU’s 2008 Carnegie application indicates that the “chancellor integrates the importance of community engagement to our current and future mission.” Also during this time of emphasis on engagement, WCU indicates on the author’s survey that funding for engagement related activities has “increased greatly” over the last five years, including a reported $1,003,021 in 2008 alone.” This example demonstrates the executive leader’s power to shape institutional priorities, including budgetary. Internal funding demonstrates alignment between a university’s articulated values and priorities, and the funded values and priorities.

Campus Institutional Structures
Authentic leadership is also important for the establishment of campus infrastructures, such as centralized engagement centers and chief engagement officers. These structures serve as important mechanisms for directing and supporting engagement activities on the campus. Of the 10 survey respondents, nine have a coordinating infrastructure, including the four campuses with more than 20,000 students. While the majority of campuses have an established engagement center, only five of the campuses have a designated chief engagement officer. The survey responses indicate larger universities are more likely to have a chief engagement officer. The five universities with a chief engagement officer all have more than 10,000 students. Of schools with a designated engagement officer, the most common title for the position is some variation of “vice chancellor” for engagement or community relations. Within the hierarchy of UNC campuses, this indicates recognition for the importance of engagement. These survey results suggest that the increased resources available to larger universities enable them to provide greater support for engagement activities.

As described in the previous section, internal budgetary allocations for engagement are one way for a university to demonstrate commitment to institutionalized engagement. The author’s survey found that schools with a designated chief engagement officer were more likely to have increased internal funding support for engagement activities than those schools without a designated engagement officer (see Table 1). Of the five schools with an engagement officer, three have seen growth in internal allocations, while only one school without an officer, Western Carolina University, has experienced growth in funding. These differences suggest that the university’s commitment to employing a chief engagement officer possibly leads to increased internal funding support.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Engagement Officer</th>
<th>Budget Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU</td>
<td>Yes</td>
<td>About the same over last 5 years</td>
</tr>
<tr>
<td>NCSU</td>
<td>Yes</td>
<td>Increased somewhat over last 5 years</td>
</tr>
<tr>
<td>UNC-C</td>
<td>Yes</td>
<td>Increased greatly over last 5 years</td>
</tr>
<tr>
<td>UNC-G</td>
<td>Yes</td>
<td>Increased greatly over last 5 years</td>
</tr>
<tr>
<td>UNC-W</td>
<td>Yes</td>
<td>Decreased greatly over last 5 years</td>
</tr>
<tr>
<td>ASU</td>
<td>No</td>
<td>About the same over last 5 years</td>
</tr>
<tr>
<td>NCCU</td>
<td>No</td>
<td>About the same over last 5 years</td>
</tr>
<tr>
<td>UNC-CH</td>
<td>No</td>
<td>Decreased greatly over last 5 years</td>
</tr>
<tr>
<td>UNC-P</td>
<td>No</td>
<td>About the same over last 5 years</td>
</tr>
<tr>
<td>WCU</td>
<td>No</td>
<td>Increased greatly over last 5 years</td>
</tr>
</tbody>
</table>

Supports for Students and Faculty
Universities, from their naturally central role in their community, “can bring resources and competencies to... community development activities which other actors may not possess.”

Advantages of universities
include their research capacity, technical expertise, and the volume and idealism of the students. Universities can also demonstrate commitment to engagement by formally integrating it into the university’s core institutional values, such as teaching, learning, and research.

The formative role universities play in the development of students’ values and interests is particularly important for campuses to understand as they develop engagement strategies. Students can “transformed in ways far more important than merely providing a valuable service to the community.”

The UNC campuses, for all of their differences, demonstrate a large number and wide variety of community engagement opportunities available to students. Student opportunities include engagement-related research for undergraduates, volunteerism, service learning courses, and internships. While all 10 UNC survey respondents report opportunities for student research, only seven campuses provide monies for student research. Providing internal funding is one indication of greater commitment to student involvement in community engagement.

In addition to the role students play in community engagement, “university personnel can bring needed expertise, neutrality, energy, and stability” to community engagement projects. Similar to the array of opportunities available to students, the campuses responded on the author’s survey with a number of opportunities available to faculty members, including opportunities for applied research, teaching service-learning courses, and developing community engagement curriculum. All 10 universities provide opportunities for applied research, but only seven provide monies for it. There is a wide range in the type and amount of funding available for applied research.

The creation and support of “university-community partnerships can potentially transform teaching and research, and can refocus universities in ways that can lead to more systemic change,” but there needs to be support and incentives for students and faculty to participate in engagement activities. Internal funding for faculty members’ engagement activities and research is a strong indication of a university’s commitment to engagement. Three of the universities provide small stipends and grants for engagement research. While UNC Wilmington faculty can secure funding only “through individual entrepreneurial activity,” UNC Charlotte takes a proactive approach and offers faculty grants funded by the Provost Office in regular funding cycles through a special fund for community engagement three years ago. North Carolina State University (NCSU) further formalizes the distribution of internal funds for engagement activities. The campus’ survey response indicates, “If a project is just research without any community engagement, it would not be supported.” NCSU provides seed monies, just-in-time funds, matching funds, and travel funds. Campuses with formalized internal funding sources seem to be more in line with Carnegie’s idea of institutionalized support for engagement-related research and activities.

**Recruitment, Promotion, and Tenure Policies**

Frequently, an institution’s recruitment and tenure policies are an obstacle to more institutionalized engagement if they do not recognize the value of engaged scholarship. Recruitment and tenure policies rewarding the contribution of community-engaged scholarship are important characteristics of institutionalized engagement. Eight UNC Carnegie-designated schools have promotion and tenure policies formally recognizing engagement. While almost all of the schools consider engaged scholarship, no campus responded that it was “very important” factor in their decision-making. These responses indicate there may be disconnect between a university’s espoused values, and what is actually rewarded.

At Western Carolina University, beginning in 2007, “All departments are required to evaluate and reward engaged scholarly activity, as one form of scholarly activity, in addition to teaching and service in the annual faculty evaluation process.” North Carolina State University’s Academic Tenure Policy states that creative scholarship in each of six realms of faculty responsibility is valued and rewarded through promotion and tenure: (1) Teaching and mentoring of undergraduate and graduate students; (2) Discovery
of knowledge through discipline guided inquiry; (3) Creative artistry and literature; (4) Technological and managerial innovation; (5) Extension and engagement with constituencies outside the University; and (6) Service in professional societies and service and engagement within the University itself. NCSU faculty members must document their involvement in each of these engaged scholarship areas throughout the promotion and tenure process.

Only half of the total number of 2006 Carnegie applicants had recruitment policies rewarding engaged scholarship, but the author’s survey found that eight of the 10 UNC designees encouraged the hiring of faculty with commitment to community engagement. UNC Charlotte’s 2008 Carnegie application states “all recruitment and hiring strategies are guided by the university and college strategic plans… [Which] identify[es] community engagement, especially in the Charlotte region, as a key role for UNC Charlotte.” For example, the College of Health and Human Services has targeted outreach to the Latino community as a critical need, and therefore the College has developed a recruitment package that includes “funding to establish community engagement programs and activities.” Western Carolina University’s (WCU) policy stems from the executive leadership’s emphasis on engagement, key characteristic identified earlier. WCU’s 2008 Carnegie application states, “The Chancellor, Provost, and Council of Deans require that faculty searches emphasize the desirability and importance of faculty candidates’ experience with community engagement. While the colleges have the flexibility to develop their own criteria for searches, the concepts of integrated student learning, stewards of place, and scholarship of engagement are included in all faculty advertisements and search processes.

Western Carolina University’s response alludes to the concept of a decentralized hiring policy, an oft-cited reason against a university developing an institution-wide policy recognizing engaged scholarship. A decentralized hiring policy means individual departments determine desired candidate qualifications and manage faculty searches in house. East Carolina University (ECU), a research university, provides an example of how decentralized hiring affects recruitment for engaged scholars. ECU’s 2008 Carnegie application states that, while a decentralized policy negates the need for institutional policies, “service was universally listed as a faculty expectation” in job descriptions for new hires. While the recruitment process at ECU does appear to recognize the importance of engagement this is vulnerably reliant on the individual priorities of deans and department heads. Institution-wide policies seem to indicate campus support for engagement that extends beyond an isolated department, therefore, universities should consider developing clear policies defining how engaged scholarship will be rewarded.

Conclusion
Institutionalized engagement can foster reciprocity between the campus and community, where “relationships… are defined by a multidirectional flow of knowledge and expertise between campus and community in collaborative efforts to address community-based issues.” This paper has demonstrated some of the ways the 10 UNC campuses with the Carnegie engagement designation have shown alignment among mission, culture, leadership, resources and practices, which leads to institutionalized engagement. While there are some key characteristics of community engagement, individual campuses can and should adapt policies and programs to meet their unique mission, function within the community, and priorities of the campus. For campuses looking to apply for the Carnegie designation or expand their commitment to engagement, it is useful to understand what engagement structures and policies other universities, including ones with similar characteristics, have implemented. While the highlighted examples do not automatically translate into successful community-campus engagement, they do provide a window into the campuses and perhaps offers insight into campus engagement strategies as a whole. Future research is needed to understand which policies successfully increase engagement on a campus, as measured by an increase in participation, funding, and community impacts.
1 The Democracy Collaborative. Linking Colleges to Communities: Engaging the University for Community Development. The University of Maryland, 2007, pg. 1
2 Center for Urban and Environmental Solutions at Florida Atlantic University. Engaging Academia in Community Research: Overcoming Obstacles and Providing Incentives. Florida Atlantic University, 2007
6 Ibid, pg. 8
8 Ibid., pg. 36
9 The Carnegie Elective Classification for Community Engagement: 2008 Documentation Reporting Form. Western Carolina University. pg. 9.
11 Ibid.
12 Ibid, pg. 320
13 Ibid, pg. 314
14 Ibid. pg. 25
15 The Carnegie Elective Classification for Community Engagement: 2008 Documentation Reporting Form. Western Carolina University. pg. 20
17 The Carnegie Elective Classification for Community Engagement: 2008 Documentation Reporting Form. The University of North Carolina at Charlotte. pg. 19
18 The Carnegie Elective Classification for Community Engagement: 2008 Documentation Reporting Form. East Carolina University. pg. 18
Thank you for agreeing to be a part of my research study. The survey should take less than 15 minutes. As you take the survey, you may skip any question or stop the survey at any time.

This survey defines community engagement as: intentionally applying institutional resources (e.g., knowledge and expertise of students, faculty and staff, political position, buildings and land) to address and solve challenges facing communities through collaboration with these communities.

1. Please identify your university:
   - Appalachian State University
   - East Carolina University
   - Elizabeth City State University
   - Fayetteville State University
   - North Carolina A&T State University
   - North Carolina Central University
   - North Carolina State University
   - UNC Asheville
   - UNC Chapel Hill
   - UNC Charlotte
   - UNC Greensboro
   - UNC Pembroke
   - UNC Wilmington
   - UNC School of the Arts
   - Western Carolina University
   - UNC School of the Arts
   - Winston-Salem State University

2. Is community engagement a stated priority in the university’s mission statement?
   - Yes
   - No

3. Does the university’s executive leadership (i.e. the chancellor, chief academic officer, and Board of Trustees) promote community engagement as a priority?
   - Yes
   - No

4. Which media have the university’s executive leadership used to promote community engagement? (select all that apply)
   - Speeches to faculty
   - Speeches to students
   - Speeches to alumni
   - Speeches to community groups
   - Letters to alumni
   - Social Media
   - Participation in engagement activities
   - Fund-raising efforts
   - Others: ____________________

5. Is the university a member of Campus Compact?
   - Yes
   - No

6. Does the university highlight community engagement in its marketing materials (including its website and brochures)?
   - Yes
   - No

7. Does the university have a designated chief engagement officer?
   - Yes
   - No
8. If yes, what is the designee’s title? (open ended)

9. If yes, within which department or office is the position located? (open ended)

10. Does the university have a campus-wide coordinating infrastructure (like a center or office) to support and advance community engagement?
   Yes  No

11. If yes, what is the name of the coordinating infrastructure? (open ended)

12. Whom does the office serve? (select all that apply)
   Faculty  Community Partners
   Staff  Others: ______________________
   Students

13. Does your university provide internal budgetary allocations for community engagement?
   Yes  No

14. If yes, indicate the change in internal budgetary allocations for community engagement over the last five years.
   Increased greatly  Decreased somewhat
   Increased somewhat  Decreased greatly
   About the same level

15. What monies are available to faculty for research related to community engagement? (open ended)

16. What monies are available to students for research related to community engagement? (open ended)

17. Is community engagement a defined part of the university’s strategic plans?
   Yes  No

18. Does the university encourage the hiring of faculty with expertise in and commitment to community engagement through its recruitment and hiring policies?
   Yes  No

19. Does the university consider the scholarship of community engagement in its promotion and tenure decisions for faculty members?
   Yes  No

20. How important a factor is community engagement (or scholarship of engagement) in the promotion and tenure decisions of faculty members on your campus?
   Very Important  Of Little Importance
   Important  Unimportant
   Moderately Important
21. From the following list, select all the ways community engagement has been integrated into the university’s institution-wide curriculum:

- Core courses
- First Year Experience
- In the Majors
- Graduate Studies
- General Education
- Other: _______________________

22. From the following list, select all the community engagement opportunities available to students:

- Undergraduate research
- Volunteerism
- Service learning courses
- Internships
- Study abroad
- Community-based research projects
- Other: _______________________

23. From the following list, select all the community engagement opportunities available to faculty:

- Applied research
- Project consultation
- Training for community partners
- Teaching service learning courses
- Writing community engagement grants
- Developing community engagement curriculum
- Volunteerism
- Other: _______________________

24. Indicate the change in the emphasis placed on community engagement over the last five years.

- Increased greatly
- Increased somewhat
- About the same level
- Decreased somewhat
- Decreased greatly

25. What are the desired institutional outcomes of community engagement? (select all that apply)

- Interdisciplinary collaboration
- More practical research
- Increased political support
- Increased grant funding
- Recruitment of highly qualified students
- Recruitment of faculty
- Other: _______________________

26. What are the desired community outcomes of community engagement? (select all that apply)

- Improved economic development
- Improved public health
- Improved community safety
- Improved community education
- Better relationship with local government
- Better relationships with community leaders
- Other: _______________________

27. Compared to the institutional outcomes, does the university emphasize the desired community outcomes:

- A great deal more
- Somewhat more
- About the same
- Somewhat less
- A great deal less
### Appendix B
#### Key Survey Responses

<table>
<thead>
<tr>
<th>Campus</th>
<th>Leader Promotes Engagement Through</th>
<th>Internal allocations</th>
<th>Change in allocations</th>
<th>5-year change in engagement emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU</td>
<td>Speeches to faculty&lt;br&gt;Speeches to students&lt;br&gt;Speeches to alumni&lt;br&gt;Speeches to community groups&lt;br&gt;Participation in engagement activities</td>
<td>Yes</td>
<td>About the Same Level</td>
<td>Increased Somewhat</td>
</tr>
<tr>
<td>ECU</td>
<td>Speeches to faculty&lt;br&gt;Speeches to students&lt;br&gt;Social Media&lt;br&gt;Participation in activities&lt;br&gt;Fund-raising efforts</td>
<td>Yes</td>
<td>About the Same Level</td>
<td>About the Same Level</td>
</tr>
<tr>
<td>NCCU</td>
<td>Speeches to faculty&lt;br&gt;Speeches to students&lt;br&gt;Speeches to community groups&lt;br&gt;Participation in engagement activities</td>
<td>Yes</td>
<td>About the Same Level</td>
<td>Increased Greatly</td>
</tr>
<tr>
<td>NCSU</td>
<td>Speeches to faculty&lt;br&gt;Speeches to students&lt;br&gt;Speeches to alumni&lt;br&gt;Speeches to community groups&lt;br&gt;Social Media&lt;br&gt;Participation in activities&lt;br&gt;Fund-raising efforts</td>
<td>Yes</td>
<td>Increased Somewhat</td>
<td>Increased Greatly</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>Speeches to students&lt;br&gt;Speeches to alumni&lt;br&gt;Speeches to community groups&lt;br&gt;Letters to alumni&lt;br&gt;Social Media&lt;br&gt;Participation in activities&lt;br&gt;Fund-raising efforts</td>
<td>Yes</td>
<td>Decreased Greatly</td>
<td>Decreased Somewhat</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Speeches to faculty&lt;br&gt;Speeches to alumni&lt;br&gt;Speeches to community groups&lt;br&gt;Letters to alumni&lt;br&gt;Participation in activities&lt;br&gt;Fund-raising efforts&lt;br&gt;Facilitating collaborations&lt;br&gt;Authorizing the use of campus resources (space and funding)</td>
<td>Yes</td>
<td>Increased Greatly</td>
<td>Increased Greatly</td>
</tr>
<tr>
<td>Institution</td>
<td>Speeches to faculty</td>
<td>Speeches to students</td>
<td>Speeches to alumni</td>
<td>Speeches to community groups</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Yes</td>
<td>Increased Greatly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>Yes</td>
<td>About the Same Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>Yes</td>
<td>Decreased Greatly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WCU</td>
<td>Yes</td>
<td>Increased Greatly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td>Chief engagement officer</td>
<td>Campus-wide infrastructure</td>
<td>Office serves</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ASU</td>
<td>N/A</td>
<td>N/A</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>ECU</td>
<td>Director of Leadership and Service Collaborative</td>
<td>Leadership and Service Collaborative</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>NCCU</td>
<td>N/A</td>
<td>Academic Community Service Learning Program</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>NCSU</td>
<td>Vice chancellor for extension, engagement and economic development</td>
<td>Office of Extension, Engagement and Economic Development</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>N/A</td>
<td>Carolina Center for Public Service</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Vice Chancellor for University Relations and Community Affairs</td>
<td>Office of Community Affairs</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Vice Chancellor for Research and Economic Development</td>
<td>Office of Research and Economic Development</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>N/A</td>
<td>Regional Center for Economic, Community and Professional Development</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>Vice Chancellor, Public Service and Continuing Studies</td>
<td>Division for Public Service &amp; Continuing Studies</td>
<td>Faculty, Staff, Community Partners</td>
<td></td>
</tr>
<tr>
<td>WCU</td>
<td>N/A</td>
<td>Center for Service Learning: Office for Regional Affairs</td>
<td>Faculty, Staff, Students, Community Partners</td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td>Monies available to faculty for research</td>
<td>Opportunities available to faculty</td>
<td>Monies available to students for research</td>
<td>Opportunities available to students</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>ASU</td>
<td>Unsure of total amounts, but some stipends are available</td>
<td>Applied research, Project consultation, Training for community partners, Teaching service learning courses, Writing community engagement grants, Developing community engagement curriculum, Volunteerism, Faculty Training and Workshops</td>
<td>The Office of Student Research routinely distributes research and travel grants up to 500.00, and in some cases more.</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>ECU</td>
<td>None</td>
<td>Applied research, Training for community partners, Teaching service learning courses, Developing community engagement curriculum</td>
<td>None</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects, Student Leadership</td>
</tr>
<tr>
<td>NCCU</td>
<td>None</td>
<td>Applied research, Teaching service learning courses, Writing community engagement grants, Volunteerism</td>
<td>Undergraduate students have a graduation requirement to complete 120 hours of community service. The Academic Community Service Office provides the transportation and logistical support for students to complete this requirement. The monies are provided through the employment of staff and transportation for the students</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>NCSU</td>
<td>Monies are available for community engagement programs in teaching, research and service, not just research. In fact, if a project is just research without any community engagement, it would not be supported. Seed monies, just-in-time funds, matching, funds, and travel funds are available.</td>
<td>Applied research, Project consultation, Teaching service learning courses, Developing community engagement curriculum, Volunteerism</td>
<td>Students can access funds for travel for public service engagement activities as well as for research.</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects, Leadership development</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>No campus allocation, some small grant opportunities: Community Campus Partnership, Office of Business and Economic Development, the Carolina Center for Public Service, and the TraCS Institute.</td>
<td>Applied research, Project consultation, Teaching service learning courses, Developing community engagement curriculum, Volunteerism</td>
<td>Various fellowship and grants: APPLES Service-Learning Social Entrepreneurship, UNC Entrepreneurial Public Service, Bryan Public Service Fellowships, Davis Projects for Peace, Hyatt Rotary Public Service Award and several others.</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Faculty grants are available through the Provost Office as a part of the regular funding cycle. Additionally a special fund for community engagement was established 3 years ago.</td>
<td>Applied research, Project consultation, Training for community partners, Teaching service learning courses, Writing community engagement grants, Developing community engagement curriculum, Volunteerism, Leadership in local community groups</td>
<td>The Dean of Students Office has monies to assist student groups involved in student outreach and engagement. The Office also provides indirect support services to facilitate student engagement</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Internal community-based participatory action research grants; Internal faculty research grants which can also be used for community engagement; Support for several Centers such as the Center for Youth, Family, and Community Engagement</td>
<td>Applied research, Project consultation, Training for community partners, Teaching service learning courses, Writing community engagement grants, Developing community engagement curriculum, Volunteerism</td>
<td>Internal community-based participatory action research grants; Office of Undergraduate Research supports undergraduate research of all kinds including community engagement</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>None</td>
<td>Applied research, Project consultation, Training for community partners, Teaching service learning courses, Writing community engagement grants, Developing community engagement curriculum, Volunteerism</td>
<td>None</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>Their individual entrepreneurial activity.</td>
<td>Applied research, Project consultation, Training for community partners, Teaching service learning courses, Writing community engagement grants, Developing community engagement curriculum, Volunteerism</td>
<td>None</td>
<td>Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects</td>
</tr>
<tr>
<td>Campus</td>
<td>Consider engagement in recruiting decisions</td>
<td>Consider engagement in P&amp;T decisions</td>
<td>Importance of engagement in P&amp;T decisions</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ASU</td>
<td>Yes</td>
<td>No</td>
<td>Of Little Importance</td>
<td></td>
</tr>
<tr>
<td>ECU</td>
<td>No</td>
<td>No</td>
<td>Moderately Important</td>
<td></td>
</tr>
<tr>
<td>NCCU</td>
<td>Yes</td>
<td>Yes</td>
<td>Important</td>
<td></td>
</tr>
<tr>
<td>NCSU</td>
<td>Yes</td>
<td>Yes</td>
<td>Important</td>
<td></td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>No</td>
<td>No</td>
<td>Unimportant</td>
<td></td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Yes</td>
<td>Yes</td>
<td>Moderately Important</td>
<td></td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Yes</td>
<td>Yes</td>
<td>Moderately Important</td>
<td></td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>Yes</td>
<td>Yes</td>
<td>Important</td>
<td></td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>Yes</td>
<td>Yes</td>
<td>Moderately Important</td>
<td></td>
</tr>
<tr>
<td>WCU</td>
<td>Yes</td>
<td>Yes</td>
<td>Important</td>
<td></td>
</tr>
</tbody>
</table>

Recruitment and Tenure Policies

QEP Faculty Development Grants (up to $750 each); Faculty Travel Funds to conduct and present research related to community engagement.

Applied research, Project consultation, Training for community partners, Teaching service learning courses, Writing community engagement grants, Developing community engagement curriculum, Volunteerism.

Alternative Field Break trips to conduct community engagement; travel to various sites to conduct research.

Undergraduate research, Volunteerism, Service learning courses, Internships, Study abroad, Community-based research projects.
### Appendix C
Community Engagement Survey Bibliography

<table>
<thead>
<tr>
<th>Engagement Strategy</th>
<th>Bibliographic Reference</th>
</tr>
</thead>
</table>
Appendix

Bibliography


The Democracy Collaborative at the University of Maryland. (2007). Linking College to Communities: Engaging the University of Community Development. College Park, MD: Dubb.


